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FLANNING AND CONDUCTING COOPERATIVE OCCUPATIONAL EXPERIENCE IN OFF-FARM AGRICULTURE.

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THE MAJOR OBJECTIVE OF THIS PUBLICATION IS THE ORIENTATION OF VOCATIONAL AGRICULTURE TEACHERS TO THE CONCEPTS OF PLANNING AND CONDUCTING A COOPERATIVE OCCUPATIONAL EXPERIENCE PROGRAM FOR OFF-FARM AGRICULTURE. CONTENTS INCLUDE--(1) INTRODUCTION, (2) DEVELOPING LOCAL POLICIES CONCERNING OCCUPATIONAL EXPERIENCE, (3) UTILIZING A CONSULTING COMMITTEE, (4) CONDUCTING A COMMUNITY SURVEY, (5) PROMOTING COOPERATIVE OCCUPATIONAL EXPERIENCES, (6) SELECTING TRAINING STATIONS, (7) SELECTION OF STUDENTS, (8) LEGAL REQUIREMENTS FOR STUDENT WORKERS, (9) PLACEMENT OF STUDENTS IN TRAINING STATIONS, (10) COOPERATING WITH OTHER GROUPS OR ORGANIZATIONS, (11) DEVELOPING TRAINING PLANS, (12) DEVELOPING TRAINING AGREEMENTS, (13) COORDINATION, (14) EVALUATION OF STUDENT PROGRESS, (15) INSTRUCTOR AND STUDENT PROGRESS, (16) FOLLOWUP OF STUDENTS UPON GRADUATION, AND (17) EVALUATION OF COOPERATIVE OCCUPATIONAL EXPERIENCE. THE APPENDIX INCLUDES A SAMPLE POLICY STATEMENT, AN OCCUPATIONAL SURVEY FORM, A COOPERATOR INTERVIEW FORM, A STUDENT APPLICATION FORM, A SELF INTEREST TEST, STANDARDS AND PROVISIONS FOR STUDENT-LEARNER CERTIFICATES, A TRAINING AGREEMENT, A STUDENT EVALUATION FORM, AND AN EMPLOYER'S RATING OF STUDENT FORM. THIS DOCUMENT IS ALSO AVAILABLE FROM THE CENTER FOR RESEARCH AND LEADERSHIP DEVELOPMENT IN VOCATIONAL AND TECHNICAL EDUCATION, THE OHIO STATE UNIVERSITY, 980 KINNEAR ROAD, COLUMBUS OHIO 43212. (JM)

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The Center for Research and Leadership Development
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Publications on Off-Farm Agricultural Occupations
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This publication is one of a series relating to Off-Farm Agricultural Occupations developed at the Center for Vocational and Technical Education under a grant from the Division of Adult and Vocational Research, U. S. Office of Education. Each of these publications was designed for a specific purpose. However, they are designed to complement and reinforce each other. It is suggested that persons using any of these materials will want to familiarize themselves with the other publications in this series. Following is a complete listing of this series.

1. Policy and Administrative Decisions in Introducing Vocational and Technical Education in Agriculture for Off-Farm Occupations

2. Vocational and Technical Education in Agriculture for Off-Farm Occupations

3. Summary of Research Findings in Off-Farm Agricultural Occupations

4. Planning and Conducting Cooperative Occupational Experience for Off-Farm Agriculture

5. Occupational Guidance for Off-Farm Agriculture

6. Horticulture - Service Occupations (Course outline and twelve modules)

7. Agricultural Supply - Sales and Service Occupations (Course outline and twelve modules)

8. Agricultural Machinery - Service Occupations (Course outline and sixteen modules)

9. Agricultural Chemical Technology (Course outline and nine modules)

PREFACE

The implementation of the provisions of the Vocational Education Act of 1963 has rapidly increased the number of schools providing training for off-farm agricultural occupations. Programs are being developed for several levels of preparation by local schools, area schools, and community colleges. In most of these institutions, occupational experience can best be provided by a cooperative occupational experience program.

This publication has as its major objective the orientation of vocational teachers to the fundamental concepts of planning and conducting a cooperative occupational experience program for off-farm agriculture. Because the primary emphasis is given to the procedures associated with the operation of the occupational experience phase of the program, many factors, such as class schedules and methods and procedures of providing classroom instruction, are not included in this publication even though they have a direct bearing upon the success of the occupational experience program. Nevertheless, the concepts and procedures outlined herein should provide a valuable resource for teachers initiating programs in this area.

The development of a sound cooperative occupational experience program requires the expenditure of considerable time and effort on the part of the teacher-coordinator. No part of a comprehensive program in agricultural education should be slighted to develop this type of occupational experience. If a school wishes to develop a cooperative occupational experience program for off-farm agricultural occupations, the teacher-coordinator must have a schedule which will enable him to devote the time and effort needed. In many instances relationships can be developed whereby teachers from several vocational education services may share in the actual teaching and coordinating of a program in off-farm agriculture. For instance, a student placed in retail selling in a farm store could logically be placed in a distributive education class for some of this related instruction.

The sections of this publication are in the sequence that would normally be encountered in the development of the program. A number of sample forms and other information are included in the various sections and the Appendix to enable teachers to understand the standards, objectives, and procedures associated with each phase of planning and conducing cooperative occupational experience. The local teacher should not rely on this publication alone. If he is interested in utilizing cooperative occupational experience, it is recommended that the teacher attend special classes and workshops to become better acquainted with recommended procedures and consult with local administrators and state supervisory personnel before initiating a program. The list of references in the bibliography will provide additional information and assistance.

Mr. Harold Anderson provided the leadership for developing this publication. It is a compilation of information secured from materials written for cooperative education in distributive education, business education, trade and industrial education, and agricultural education. Mr. Anderson has also drawn on his experience with pilot programs in off-farm agriculture, his consultations with teachers, administrators, and supervisors in many states and his research on Cooperative Work Experience in Vocational Education.

Although the final responsibility for the content rests with Mr. Anderson and members of the Project Task Force, grateful acknowledgement is made of the assistance of the following persons who reviewed drafts of the publication and made many valuable comments: Mr. Donald Brock, Vocational Agriculture Teacher-Coordinator, Highland Park High School, Topeka, Kansas; Mr. E. M. Chinnock, Vocational Coordinator, Cloquet High School, Cloquet, Minnesota; Dr. Raymond Clark, Agricultural Education Department, Michigan State University, East Lansing, Michigan; Mr. Mike Cullen, Director, Willmar Area Vocational Technical School, Willmar, Minnesota; Mr. Stan Lancaster, Assistant State Supervisor, Agricultural Education, Denver, Colorado; Dr. William B. Logan, Professor of Distributive Education, The Ohio State University, Columbus, Ohio; Dr. Gordon McMahon, Director, Division of Vocational-Technical Education, State University College, Oswego, New York; Mr. Bernard Nye, State Supervisor of Distributive Education, Columbus, Ohio; Mr. Clayton Riley, Vocational Agriculture Instructor, Reidland High School, Paducah, Kentucky; Mr. Paul Shoemaker, Distributive Education Coordinator, Chillicothe High School, Chillicothe, Ohio; and Mr. Darrel Way, Livestock Specialist, Agriculture Education, State Department of Education, Little Rock, Arkansas.

The reader's attention is directed to the other publications developed by the project and designed to complement these materials.

We hope this material will be of assistance to teachers and administrators in developing needed programs in this area. We solicit your reactions and suggestions for its improvement.

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Director
The Center for Research
and Leadership Development
in Vocational and
Technical Education

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PLANNING AND CONDUCTING COOPERATIVE OCCUPATIONAL EXPERIENCE IN OFF-FARM AGRICULTURE

INTRODUCTION

Agricultural educators have long recognized the need and value of adequate occupational experience. Students enrolled in vocational agriculture have completed production projects on their home farms or have been placed on other farms or ranches to gain occupational experience. The recognition of the need for training in off-farm agricultural occupations as expressed in The Vocational Education Act of 1963 has resulted in the extension of the placement-for-experience phase of the program to include the placement of students in agricultural businesses and industries. As the number of programs in the high schools and area schools designed to offer training in off-farm agricultural occupations increases, the problems associated with providing adequate occupational experience is also likely to increase. In many of these schools, the occupational experience can best be provided through a cooperative occupational experience program. The philosophy and concepts of cooperative occupational experience are quite similar to those of the traditional "placement for farm experience." However, the placement of students in agricultural businesses and industries involves some facets which are not common to the placement of students on farms or ranches. The primary purpose of this publication is to serve as a guide for local teachers and administrators in planning and conducting cooperative occupational experience in off-farm agricultural occupations.

What is Cooperative Occupational Experience?

Cooperative occupational experience refers to a system whereby students receive their occupational experience under actual on-the-job situations in cooperation with an employer. The program is cooperative in nature, since the employer recognizes his role in making the experience educational. It is his responsibility to help provide experiences and on-the-job instruction directly related to the occupation for which the student is being trained. In most cases, students spend part of the regular school day working in the "training station." The remainder of the school day is spent completing the requirements for graduation and attending the vocational agriculture class where instruction related to the occupation is provided.

Cooperative occupational experience differs from the mere employment of students in that the experience program is planned and coordinated so that students receive related instruction at the school, and on-the-job supervision and instruction at the "training station." The vocational agriculture teacher-coordinator has the responsibility for providing the classroom instruction and coordinating the program. The student, employer, and parents also have specific responsibilities to insure that the occupational experience program is truly educational in nature and will lead to the gainful employment of the student.

An ideal way to attain job competence is by supplementing classroom and laboratory experience and instruction at the school with the learning opportunities of an actual job. Cooperative occupational experience not only gives students an opportunity to learn by practice, but it also makes learning a pleasant experience. Many of the problems encountered on the job becomes the basis for classroom and discussion and study. It enables students to develop personal initiative, responsibility, and confidence. As they work in realistic situations they more readily recognize the importance of developing desirable attitudes and skills necessary to become successfully employed.

Once employers in agricultural business and industry are familiar with the program, they generally are eager to cooperate with the school to prepare students for their life work. While cooperative occupational experience has been utilized to some extent in the past, more schools should consider the possibility of utilizing this method to provide occupational experience in off-farm agricultural occupations.

Definition of Terms

It is recognized that there are a variety of terms in use throughout the country to identify and describe the different phases of a cooperative occupational experience program. No doubt different terms are used in the various states, and therefore the following definitions are presented to help clarify the terms used in this publication.

Agricultural Occupation is an occupation in which the worker needs competency in one or more of the primary areas of plant science, animal science, agricultural mechanization, and agricultural business management.

Area Schools are junior and community colleges, vocational schools, technical institutes, and branches of universities serving areas usually larger than local school districts.

Completion Certificate is a certificate stating that a student has satisfactorily completed one or two years of cooperative occupational experience.

Consulting Committee is a group of persons, usually outside the education profession, appointed by the school board for the purpose of offering counsel to the school regarding the vocational program, with particular attention toward keeping the program practical and attuned to community needs. Members are representatives of the local community who are interested in the activities with which the program is concerned.

Cooperative Occupational Experience is a program to provide supervised training for gainful employment in agricultural occupations. The program is accomplished by establishing a cooperative arrangement between the school and the agricultural businesses or industries in the community.

Follow-up Study is a survey to determine what occupations the graduates of agricultural occupations courses enter and how effective their training was in relationship to actual needs of the job.

Hazardous Occupation is an occupation considered dangerous and injurious to the health and well being of minors up to 18 years of age as designated by The Secretary of Labor.

Recognition Certificate is a certificate presented to employers or persons designated by him to recognize their part in the training program by serving as on-the-job instructors.

Related Instruction is classroom and laboratory instruction designed to increase knowledge and understanding, to enable a student to solve technical and theoretical problems concerned with a particular occupation.

Student Information Sheet is a form kept by the teacher-coordinator, listing specific information concerning each student enrolled in cooperative occupational experience.

Student-Learner is a student enrolled in a vocational cooperative occupational experience program.

Student-Learner Certificate is a certificate which will enable students enrolled for cooperative occupational experience to be exempt from certain provisions of the Fair Labor Standards Act. The student must meet certain requirements before being eligible for the certificate.

Study Guide is a guide designed to enable students to study the related instructional material on an individual basis. Each study guide should correspond to the individual training plan of the student for a specific occupation.

Teacher-Coordinator is the vocational agriculture instructor who has the responsibility for teaching the related instruction and for coordinating the cooperative occupational experience.

Training Agreement is a document listing the terms of employment of a trainee in an approved Training Station. This is sometimes called a "training memorandum" or "memorandum of agreement."

Training Plan refers to a listing of the activities in which the student will be engaged at the training station. In addition, there appears a listing of the information that should be taught in the related instruction class. It is also referred to as the "training outline" or "course outline."

Training Station is the agriculture business or firm in which the student will work while participating in the cooperative occupational experience program. This sometimes is referred to as a "training center."

Work Permit refers to a certificate generally issued by the local school which certifies the age of students who desire employment while enrolled in school. It is sometimes referred to as an "age certificate."

Questions to Consider before Adopting Cooperative Occupational Experience

Cooperative occupational experience can be successful only when certain basic conditions exist in the school and community. If these conditions are not present when the program is organized, there must be positive assurance that they will be attained within a reasonable amount of time.

Since determining these factors requires considerable study and appraisal of the local school and community conditions, it is suggested that the vocational agriculture teacher-coordinator and school administrators begin evaluating the strengths and weaknesses of the situation long before the final decision is made to utilize cooperative occupational experience.

Some basic questions to consider are:

1. Does the philosophy of the school recognize the value of cooperative occupational experience?

   Not only the school administrator but the entire school staff should understand and appreciate the values to be derived from cooperative occupational experience. Often certain administrative personnel and faculty members believe cooperative experience tends to disrupt school activities which to them seem more valuable. In most cases this is due to a failure to inform these persons of the values and objectives of the program. If the teacher-coordinator with the help of the local administrator develops with the entire staff a positive working philosophy toward cooperative occupational experience at the time the program is being initiated, one of the most disturbing obstacles to the success of the program will be eliminated.

2. Will there be a sufficient number of interested students to utilize cooperative occupational experience?

   Although cooperative occupational experience is adaptable to a smaller number of students than would be enrolled in a normal class, there should be a sufficient number of students to justify the time and effort needed to plan and conduct properly this phase of the program. In some smaller schools, it is conceivable that a program would be initiated with only five students. However, most schools should have a potential enrollment of 12 to 15 students to be placed in cooperative occupational experience before the final decision to provide this type of occupational experience is made.

3. Is the community suited to a program of this type?

   Much of the success of this type of program hinges on the quality of experience that is given at the training station. The following questions should be answered relative to the community:

   a. Does the community have a sufficient number of agricultural businesses or firms that can provide training stations?

   b. Can the potential employers be interested in the program and persuaded to give it adequate support?

   c. Are the conditions at available training stations such that the students can be employed throughout the year or of sufficient duration of time to obtain experience in all phases of the business?

   d. Will the available training stations provide the students with the experience that is closely related to the instruction provided at school?

Cooperative occupational experience can function successfully in schools located in small communities, but the task of locating desirable training stations is much easier if the population center where the school is located is at least 2,500. It must be realized that many of the students will not be permanently employed in the local community, so the lack of opportunities for permanent employment in the immediate community should not be considered detrimental.

Objectives and Advantages of Cooperative Occupational Experience

Before considering the utilization of cooperative occupational experience, all persons involved with this phase of the program should become familiar with its objectives. Some suggested objectives are to:

1. Prepare each student for gainful employment in an occupation in his field of interest.

2. Provide students the opportunity to explore agriculturally related jobs in order to increase this knowledge and vocational competence.

3. Provide students an opportunity to gain a sense of responsibility toward a job.

4. Provide students an opportunity to develop positive on-the-job personality traits.

5. Provide students the opportunity to apply in practice the theory and knowledges gained in the classroom.

6. Provide students the opportunity to learn to cooperate and work with fellow employees.

7. Provide students an opportunity to gain knowledge and experience in aspects of the job not availalbe at the school.

The above objectives indicate some of the many advantages accruing to students through a cooperative occupational experience program. The program also benefits employers in that they have the opportunity to share in the educational growth of the students. An employer has the opportunity to discover promising candidates for permanent positions and to enjoy the advantage of a better trained worker. Some employers will permanently employ students after graduation if it means closing a training station. This is important when training stations are limited in number.

Other inherent values in cooperative occupational experience benefit the school. For instance, the facilities and counsel of the agricultural businesses and firms are placed at its disposal and the program provides an opportunity to develop mutual understandings and improved relations.

The vocational agriculture teacher-coordinator also profits from a program of this type. As he supervises the students placed in the various agricultural businesses or firms, he sees and learns new techniques and procedures as they are introduced. As he evaluates the abilities and shortcomings of the students in his classes, he can adjust the course content and teaching procedures to keep up to date with the newly developed procedures.

Steps in Initiating Cooperative Occupational Experience

The following steps are suggested as an orderly means of inaugurating a program of cooperative occupational experience. It is recognized that conditions will vary in each location and that it may be desirable in some communities to follow a different sequence than is suggested. Only under unusual conditions, however, should any one of the steps be eliminated. (A more complete discussion of the listed steps is found in the remaining sections of this publication.)

1. The vocational agriculture instructor and appropriate school administrators (including the superintendent) should discuss the program and agree on the organizational procedures which should be carried out.
2. A local survey should be made to determine the number and kinds of agricultural businesses or firms that are in the community.
3. The vocational agriculture instructor should make a preliminary survey of the high school student body to determine the number of prospective students.
4. The state vocational agriculture division should be contacted for any assistance they may be able to offer.
5. A consulting committee should be appointed.
6. The program should be promoted.
7. The school should develop and adopt a policy statement to serve as an operational guide for the administration of the program.
8. Arrangements for the necessary facilities and equipment should be made.
9. Students should be selected.
10. Training stations should be selected.
11. Students should be placed in training stations.
12. The training plan and agreement should be developed.
13. The necessary forms and certificates should be completed.
14. Arrangements should be made with the school administration concerning class schedules, travel allowance, instructional materials and other factors so that an adequate job of coordination can be accomplished.
15. The necessary records and reports should be maintained.
16. Students should be "followed-up" upon graduation.
17. The program should be evaluated.

DEVELOPING LOCAL POLICIES CONCERNING OCCUPATIONAL EXPERIENCE

A written local policy statement should be developed to help in administering the off-farm agricultural occupational experience phase of the vocational agriculture program. Many existing programs have some type of written policy concerning the total program, but the specific policies dealing with occupational experience, particularly those in off-farm agricultural occupations, are quite limited. This section is to serve as a guide for local teachers and administrators in the development of policies and procedures concerning cooperative occupational experience in off-farm agricultural occupations. It should be understood that these policies are a part of those governing the total vocational agriculture program, which in turn is a part of the total school policy.

Need and Value of Local Policies

Past experiences have shown that the time and effort spent in the development of local policies pay big dividends. Some of the specific advantages of a written local policy statement are:

1. It maintains operational stability--policy does not change when there is an administrative or board membership change.
2. It provides a sense of security to all those involved in the program.
3. It provides for more efficient use of time, money, and effort in the administration of the program.
4. It facilitates decision-making.
5. It minimizes inconsistency in decisions by different administrative agents on similar problems.
6. It provides a basis for evaluation.
7. Makes known the intent of the school board toward the program.

The following points should be kept in mind when developing local policies for cooperative occupational experience in off-farm agricultural occupations:

1. Policies should meet the minimum standards specified in the state plan. (This applies to such areas as length of classroom instruction, length of training period, size of classes, etc.)

2. Policies should be in compliance with existing school policies.
3. Policies should comply with local, state, and federal labor regulations. (This is of extreme importance concerning working hours, age of students, wages, standards of supervision, and provisions for student safety and liability.)
4. Policies should be developed cooperatively by the teacher, administrator, and school board.
5. Final approval of all policies must be made by the Board of Education. Make sure there is written evidence of the official board action (board minutes, special resolution, etc.)
6. Copies of the approved policies should be made available to those affected by the program.

What To Include

One characteristic of local policy statement is that it considers local conditions and needs. For this reason, it is impossible to list all areas that should be included in all local policy statements. However, there are certain items that apply to most of the programs providing cooperative occupational experience in off-farm agricultural occupations. The items discussed below are common to most vocational agricultural programs providing this experience. This list is not meant to imply that all schools should develop policies for each item, but rather it is intended to serve as a guide for the local teacher and administrator in developing policies and procedures. It is also quite possible that policies will need to be developed in areas not presented here. It must be remembered that many of the policies and procedures developed for cooperative occupational experience will be determined by the state plan. The teacher-coordinator and administration should become familiar with the state plan before policies or procedures for the operation of a local program are developed.

The following items should be considered when developing local policies or procedures:

Time Provided for On-The-Job Instruction: Policies and procedures in this area deal with the amount of school time provided for on-the-job instruction and the total number of hours per week students spend in the training station. Students employed in occupations governed by the U. S. Fair Labor Standards Act may spend as many hours at the training station as approved, providing these hours, plus the hours spent in regular classes in school do not exceed 40 hours per week. Students employed in occupations which do not fall under the jurisdiction of the U. S. Fair Labor Standards Act are under the jurisdiction of state and local labor laws. If these restrictions are stricter, they take precedence over the Fair Labor Standards Act.

If possible, some amount of school time should be provided for on-the-job instruction at the training station. The amount of time provided will vary with the situation. If adequate experience can be gained after school hours and during the summer, no school time needs to be provided. However, it appears for most occupations, some amount of regular school time (generally one to three hours) should be available.

Age of Students Enrolled: Since most students will be employed in occupations with established minimum age limits, definite policies and procedures concerning the age limit of students to be enrolled should be developed. In most states, the legal employment age is 16, and most schools set this as a minimum age. Certain jobs directly related to farm work have lower limits in most states, and in some cases exceptions are made in farm related occupations.

Selection Standards for Students: Careful selection of students is a must because of the specialized nature of the instruction, and the direct involvement of the school, represented by the student, with the community, represented by the employer. Employers desire students with certain attributes and skills. Unless the student interested in preparing for an occupation has the ability and aptitude for it, the time of the teacher, employer, and student will be wasted. Policies and procedures dealing with qualifications of students and selection procedures are essential.

Student Wages: Experience has shown that students should be paid for their work on the job at about the same rate as other employees of the same age and/or experience. Many students will be working in occupations governed by minimum wage laws, however, local policies should be developed to insure that all students enrolled in the program will be compensated for their work.

Length of Training Period: The total hours spent on the job and the length of the training period needed will vary considerably with the type of occupation. Some occupations may require 12 to 18 months of on-the-job experience totaling well over 1000 hours, while others may develop the needed proficiency in three months' time with under 500 hours of actual on-the-job experience. Local policies should reflect the standards needed to adequately prepare students in the occupations for which training is provided.

Responsibility for Student Safety and Liability: Students enrolled in cooperative work experience programs are involved in experiences and activities not generally associated with regular high school students. For this reason, definite policies should be developed spelling out specific responsibilities and liabilities of all those involved for items such as travel to the training station, and working after school hours.

Student Training Plans: The value of written training plans for each student is quite apparent. Written policies or procedures should be developed to guide the development of these plans in regard to, when to develop, what to include, and who shall receive them.

Length of Classroom Instruction Periods: The policies or procedures should reflect the standards required to adequately offer the related instruction necessary to progress in the occupations for which training is offered.

Content of Related Classroom Instruction: Policies and procedures developed in this area should deal with the methods to be used to insure that both instruction basic to all students, and specific instruction applicable to the individual student's job is provided.

Minimum and Maximum Size of Classes: The type of instruction offered in courses providing training in off-farm agricultural occupations differs from that provided in regular academic classes. Therefore, local policies should be developed which take the special nature of this type of instruction into account. As a rule, classes should be smaller than the normal academic class. Most teachers prefer a maximum of 15, or in some cases 20 students per class. The minimum class load will normally be governed by existing school policy and the mimimum class load eligible for reimbursement.

Facilities and Instructional Materials: Policies and procedures should be developed to insure that the classroom facilities and instructional materials provided are adequate to meet the needs of the program. This would include provisions for items such as satisfactory classroom, office, conference room, budget for classroom equipment, and reference books and material. In some cases policies and procedures can be developed concerning the use of materials and equipment to be furnished by the training stations where students are employed.

Supervision by Employers: The employer plays a definite role in the training of the student. Policies and procedures should be developed that will specify the type of person responsible for on-the-job training, type of instruction to be offered by employers, method of offering instruction, and responsibility for rating students.

Supervision by Teachers: These policies and procedures should reflect the responsibility of the vocational agriculture teacher in regard to his role in supervising the student while at the training station. Items such as time of visits, and working with the employer, should be included.

Time and Travel Allowances for the Teacher: Considerable travel on the part of the teacher is necessary to supervise and coordinate the program adequately. In most cases this will necessitate the arrangement of the teacher's schedule to provide school time for on-the-job supervision and coordination. Policies and procedures should be developed which make provisions for the time the teacher will have available for supervision and coordination, and also the means by which the teacher will be reimbursed for his travel expenses.

Administrative Relationships

To aid in the administration of the program and to enable the teacher to function in the proper administrative framework, policies and procedures should be developed that specify the relationships and responsibilities of those involved. These policies should enable anyone from the superintendent of schools to on-the-job instructors at the training station to determine relationships to other staff and administrative members.

Financing the Program

Policies and procedures in financing should reflect the intent of the school to provide adequate financial support to the program. This would include provisions for yearly expenditures for books and references, equipment, supplies, teachers' travel, and miscellaneous costs associated with the program.

Organizing and Using a Consulting Committee

The value of a consulting committee is well known. Local policies and procedures should be developed which make provisions for organizing and utilizing such a committee. Items such as selection of members, term of appointment, number of meetings, relation to other committees of the school and areas of responsibility may be included.

Others

Policies and procedures in other areas such as conducting community surveys, promotional activities, selection of training stations, assignment of students to training stations, student evaluation, records and reports, student follow-up and program evaluation should also be established. An indication of the nature of the policies and procedures that may be developed in these areas can be gained from reviewing the sample policy statement located in the Appendix and by referring to the specific sections on each of these items found elsewhere in this publication.

UTILIZING A CONSULTING COMMITTEE

A local consulting committee can be of much assistance in planning and conducting cooperative occupational experience in off-farm agricultural occupations. Few vocational agriculture teachers have the background to conduct an effective training program without the knowledge and assistance that is available from personnel directly associated with these agricultural occupations. Activities may be coordinated effectively through a consulting committee which provides a vital link between the school and the community.

Purposes of a Consulting Committee

In every community, the needs and objectives of the vocational agriculture program will vary. It is the main purpose of an consulting committee to assist the vocational agriculture teacher-coordinator in developing a program that will meet local needs. More specific purposes are:

1. To provide a link between the school and community.
2. To give prestige to the school, community, and vocational program.
3. To give the school an opportunity to explain the objectives of the education program.
4. To bring about a close relationship between management and labor.
5. To provide an opportunity to study the educational needs in the community.
6. To provide a sounding-board for new policies and procedures.
7. To help gain support for the program.

Organizing a Consulting Committee

In schools where an agricultural consulting committee is already established, the existing committee may be utilized to work with the off-farm occupational experience phase of the program. A special committee may need to be appointed with responsibility in this area in some instances.

Schools with no existing consulting committee should organize one to help study the feasibility of offering training in off-farm agricultural occupations.

The following discussion is presented as suggestions to follow in organizing a new consulting committee or reorganizing existing committees so they may be of utmost value in giving guidance and direction to the off-farm cooperative occupational experience phase of the program. Further information concerning the use of consulting committees can be obtained by referring to the publication entitled Policy and Administrative Decisions in Introducing Vocational and Techincal Education In Agriculture for Off-Farm Occupations which is available from The Center.

Policy Authorizing Committee

The first step in organizing consulting committees is the adoption by the school board of the policies under which the committee will be set up and operated. Later rules should be adopted by the committee for carrying on its work consistent with board policies.

Qualification of Members

1. Members should be well-known leaders in their particular businesses.
2. They should be genuinely interested in the problems of the school system.
3. They should be representative of management, labor, agriculture, and the general public.
4. They should have the necessary time to devote to committee work.
5. They should possess desirable personal characteristics such as integrity, responsibility, mature thought and action, openmindedness and constructive attitude.

Size of Committee

A good working committee should consist of approximately five to nine members.

Appointment of Members

Recommendations for membership to the committee should be made by a selection committee which is thoroughly acquainted with the work the consulting committee would do. This committee should consider the above mentioned qualifications and/or other criteria specified by the school board. The approval of committee members should be made by the school board. After the superintendent has informed members of this appointment, the teacher-coordinator should visit them and explain the purpose of the committee and inform them of the date of the first meeting.

Term of Appointment

Members should be appointed for a definite term (usually from one to three years.) It is advantageous to stagger the terms of appointment so that there is always an experienced member on the committee. This also has the distinct advantage of bringing in new members with new ideas and enthusiasm into the committee each year. When the committee is first organized, one-third of the members can be appointed for one year, one-third for two years, and one-third for a full three-year term. A very successful way to determine the length of appointment is to hold a drawing for the various terms after the members have been determined and before their appointment is made. Many boards adopt policies to provide that members cannot be reappointed until after a year's absence from the committee.

Working with Consulting Committees

In working with consulting committees, it is necessary to keep certain guiding principles and methods in mind for a successful committee. Some of these are:

1. The members serve on a voluntary basis; therefore, they should not be expected to carry out long, detailed work assignments.

2. School officials should acquaint committee members with the total offerings of the school.

3. Informational material should be put into the hands of committee members. This material should include pertinent releases and publications of the local board of education, state department of education and the U. S. Office of Education.

4. Meetings should be scheduled regularly. Most successful committees meet monthly. Some committees adopt a policy whereby at the request of school authorities, chairman of the committee, or any three members of the committee, special meetings may be called.

5. If possible, committee meetings should be conducted in the same building in which the training program is held.

6. The director of the vocational division of the local school system should be in attendance at all the meetings possible for him to attend.

7. The vocational agriculture teacher-coordinator should be present at all meetings.

8. Complete information on the financing of the vocational agriculture program should be given to all members.

9. All members should be advised on existing and pending vocational legislation.

10. Copies of minutes of meetings should be given to all committee members. School officials should have a complete file of the minutes of committee meetings.

11. All members should understand that they are serving in an advisory capacity and have no policy-making authority. They may recommend policy but never make a policy.

The skill with which the organization and work of the consulting committee is managed by local school authorities will, in a large measure, determine the benefits that may be derived from it. In this connection, it may be well to keep in mind possible pitfalls that may be encountered.

School authorities should not:

1. Become members of the committee as they are the recipients of the committee's counsel

2. Permit the committee to become administrative in its function

3. Conceal facts pertaining to a program from the members

4. Enter into labor-management controversies

5. Fail to keep a copy of the minutes of each meeting on file

6. Take action within the realm of the committee's advisory function without first consulting with the committee

7. Fail to recognize publicly the value of the consulting committee through news releases and other means

8. Permit the committee to function outside the policies for its operation developed by the school board

Committee Meetings

Consulting committees organized for the first time will normally meet several times during the first year. This will be determined by the regular meeting schedule and the need for special meetings. The committee should never be called together unless there is a definite purpose that justifies the meeting.

It is important that the committee meetings be well organized and conducted in a business-like fashion. The local vocational agriculture teacher-coordinator should record items to be included on the agenda as they become apparent during the performance of his regular duties between committee meetings. Committee members may also wish to suggest items to be discussed at regular or special meetings.

The vocational agriculture teacher-coordinator should take the initiative in planning the agenda for the first meeting. Below is a sample of an agenda for the first meeting.

1. Introduction of all members
2. Appointment of a temporary chairman
3. Election of a permanent chairman (never the vocational agriculture teacher-coordinator)
4. Election of a secretary. (The local vocational agriculture teacher-coordinator may serve in this capacity.)
5. Explanation of the program and the need for consulting committee
6. Functions of the committee
7. Responsibilities of the committee
8. Terms of appointment
9. Selection of time and place of meetings
10. Other business
11. Adjournment
12. Refreshments

Other meetings should also have a planned agenda. A written announcement listing the main items to be taken up at the next meeting should be sent to each member one week before the meeting date. This will enable members to be prepared to discuss the items on the agenda. It will also help insure good attendance. Regardless of whether this method is used or not, all members should be notified of committee meetings one week in advance. A telephone call on the day of the meeting would also be beneficial.

In determining the items that should be included on a consulting committee's agenda, the following tests should be met:

1. Is this a real problem?
2. Is this a problem which the school earnestly desires to solve?
3. Will the school use the committee's recommendations?
4. Is this question one in which the committee is interested or one in which it can become interested?
5. Is the committee competent to discuss and make recommendations on this type of problem?
6. Do members have sufficient knowledge of facts and background information to make worthwhile suggestions?

Duties and Functions of the Committee

The following list indicates some of the areas in which a consulting committee may be of help in planning and conducting cooperative occupational experience in off-farm agricultural occupations:

1. Locating training stations
2. Determining course content
3. Determining community situations and needs
4. Publicizing and promoting the program
5. Evaluation of the program
6. Developing employment opportunities
7. Providing guidance in wage and hour problems

8. Setting standards for student selection
9. Selection of classroom equipment
10. Setting local training standards
11. Selecting and developing instructional materials
12. Conducting a community business survey
13. Securing resource personnel for classroom instruction
14. Assist in adapting the program to new and changing conditions

CONDUCTING A COMMUNITY SURVEY

A survey of the agricultural businesses in the community is of prime importance in establishing an effective cooperative occupational experience program. This survey will determine the number and the nature of the training stations available which is one of the most important criteria in determining whether to provide this type of occupational experience.

Most vocational agriculture instructors located in small communities can compile a list of the agricultural businesses or firms; however, in larger communities, it would be impossible to list all of them without assistance. There are numerous ways to get assistance in locating these businesses or firms. Most of them will be listed in the yellow pages of the telephone book. A directory to the yellow page titles relating to agriculture is found below. Other sources such as the Census of Businesses, the local chamber of commerce, local labor office, civic clubs, and other professional organizations can be a valuable aid in completing the list.

Telephone Directory Yellow Pages Titles Relating to Agriculture

Accountants
Adjusters
Advertising Agencies
Agricultural Chemicals
Ammonia
Appraisers
Artificial Insemination
Associations
Auctioning
Bacteriologists
Banks
Beans
Beef
Bees
Blacksmiths
Bookkeeping Service
Canners
Certified Seed
Cooperatives
Custom work
Dairies
DHIA Testing
Eggs
Electric Light and Power

Grain
Hatcheries
Horses
Insecticides
Insurance--Agriculture
Irrigation Companies
Landscape Gardeners and Contractors
Lawn Mowers
Livestock Breeders, Feeders, Hauling
Meat
Meat Packers
Milk
Milking Equipment and Supplies
Newspaper
Processing
Produce--Brokers, Shippers, Wholesale
Property Management
Publication, Research Supplies

Engineers (soil)
Farm Equipment
Farm Managers
Feed
Fertilizers
Florists
Flour Mills
Food Processing
Forest Products
Frozen Foods
Fruit
Garden Equipment
Gardeners
Golf Courses
Government
Pumps
Radio
Real Estate
Railroads
Resorts
Schools
Sheep
Spraying Equipment and Supplies
Spraying Horticulture
Tillage
Tree Service
Turkeys
Vegetables
Veterinarians
Wool

The above list may not include all firms, businesses and companies in communities having positions in which employees need competencies in agriculture.

The Business Survey

Once a complete list is compiled, a more detailed picture of the business must be obtained. This will necessitate a survey of each business or firm to obtain detailed information about it. In some instances the local teacher will be familiar enough with the business or firm to provide the necessary information, but for the most part it will require conducting a personal interview in each firm. Before this is done, the vocational agriculture teacher-coordinator should construct a form providing for the information needed. Following is a list of some of the more important items that may be included in a survey of an agricultural business or firm:

1. Willingness of firm to cooperate by providing training students
2. Minimum wage available for student workers
3. Existence of labor unions or company policies prohibiting the hiring of student workers.
4. Main function of the firm
5. Total number of employees
6. Classification of employees (professional, skilled, etc.)
7. Number of jobs available.

8. Number of new positions available five years from now

9. Workmen's compensation and other benefits available to student workers

10. Willingness of a representative of the firm to serve on an consulting committee.

11. Maximum wage student workers can receive

12. Names of personnel capable of serving as on-the-job instructors

13. Name of person to contact for future meetings

Conducting Personal Interviews

If there are a number of agricultural firms or businesses in the community, it may be difficult for the vocational agriculture teacher-coordinator to conduct all the interviews without help from others. When several interviewers are working, it is important to eliminate differences in the results obtained by various persons. To a large extent, differences can be attributed to a lack of preparation by the interviewer as to the basic techniques and procedures of interviewing.

The points listed below are intended to serve as guides to prepare an individual for interviewing persons in managerial or personnel positions of firms, businesses, industries, agencies, or organizations employing agricultural workers:

1. The desired data necessary to complete survey forms can best be obtained from persons in a position to be thoroughly familiar with the characteristics and requirements of all positions. The interview should be obtained from a person in a managerial position. It is best to obtain an appointment in advance in order to interview the person who could provide the desired information.

2. The interview should begin by:

   a. Introduce yourself, briefly stating why you are there. Mention the school and other organizations that have approved the survey. Some coordinators have found a calling card is very beneficial. This puts your name before the person and helps you to become acquainted.

b. Explain the purpose and objectives of the survey.

An example of an introductory statement is:

"I am ________________________________, teacher-coordinator of vocational agriculture at __________ High School. The local high school has plans for initiating a cooperative occupational experience program in agricultural occupations. We feel a program like this will enable your firm to play a definite role in educating the boys and girls of our community and in return, will be of potential benefit to you. Before beginning this program we need to secure factual information from the people who may be directly involved in it."

c. Note about how much time you would like. If the size of the task later becomes more time-consuming, the person being interviewed will be acquainted with the task and in most cases in sympathy with the need for more time.

d. Give a general idea of what use will be made of the data collected. Develop a brief recognition of the need for vocational training of our youth. Try to develop a sympathetic attitude toward this survey effort.

3. An interview should be conducted in a location which is conductive to effective interviewing. An office away from distractions of the business is very desirable.

4. Rapport is essential for effective interviewing. Good interviewing relations exist when both the interviewer and the interviewee feel relaxed and at ease.

5. It is desirable to "keep out" of the interview as much as possible. It is natural to "want to help" in determining the responses to some questions, but remember that the validity of the results depends on the information provided by the employers.

6. It is best to follow the interview form from top to bottom as closely as possible.

7. It will be necessary to define the meaning of some of the questions on the form, so it is imperative that you become thoroughly familiar with all points of the instrument. As the interview progresses, a description of the program can be presented.

8. Responses should be recorded as clearly and concisely as possible.

9. The interview should be terminated by thanking the interviewee for his time and information, assuring him of the usefulness of the date supplied.

Ask the interviewee for his cooperation at a future date if it should be necessary to get additional information.

The Survey Form

The form used by the interviewer should be designed to obtain all the information that is needed in the least possible time and with the least possible confusion. After the vocational agriculture teacher-coordinator has determined the information that should be gathered from the survey, he should construct a preliminary form. This form should be administered on a trial basis to determine if revisions need to be made before duplication in its final form.

A sample form for surveying the agricultural businesses in the community is found on the following page. Other forms designed for the same purpose are located in The Appendix.

____________________ High School
Vocational Agriculture Department

OCCUPATIONS SURVEY OF JOB OPPORTUNITIES AND TRAINING POSSIBILITIES*

Interviewer____Date______________

1. Official name of establishment____
2. Address____
3. Name and title of person interviewed__________________________________
4. Estimated percent of gross income that is agriculturally oriented__________
   Number of years company has been in business____________________________
5. In reference to company policy, can this firm hire high school age personnel __________Do you have a minimum wage?________If so, what?______________
6. Is there a labor union in the firm?___________
7. Would your firm cooperate as a training station for high school students? Yes___No___ post-high school students? Yes___No___. If yes, what specific jobs?

Job	Approximate number of weeks student could be employed

8. Main function(s) of this company:

Manufacturing________________	Specialized Agriculture______________
Processing___________________	Recreational Activities______________
Sales________________________	Professional Services________________
Service______________________	Other________________________________

9. Total number of employees: Male_________ Female_________
10. Classification of employees:

Type of Job	Number employed Now Next 5 years	Level*

11. Does company plan an expansion program within the next 5 years? Yes___No___
    If yes, what new jobs will be created?_________________________________
12. Would you be willing to serve on a consulting committee for this program?__
13. Would a student employee be insured by your company?_________________
14. What background training is needed for student employees?______________
15. Could this school offer classes to help your employees?_________________
    What classes specifically?____

*Level--1. Professional, 2. Technical, 3. Agricultural Service,
4. Managerial, 5. Supervisory, 6. Sales, 7. Clerical, 8. Skilled,
9. Semi-skilled.

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*Adapted from the Handbook for Developing and Operating Agricultural Occupations Programs. Colorado State Board for Vocational Education

PROMOTING COOPERATIVE OCCUPATIONAL EXPERIENCE IN AGRICULTURAL OCCUPATIONS

Informing the public regarding cooperative occupational experience in agriculture is as much a part of the teacher-coordinator's job as selecting training stations, counseling with students, and classroom teaching. Well-planned promotional activities increases interest and secures the cooperation of students and the public in helping make the program a success.

Advertising and promoting the program is the first phase the teacher-coordinator will handle. School personnel, students, parents, and businessmen must understand the objectives, advantages, and operation of the program. The teacher-coordinator is the logical person to supply this information. After the program is in operation, he should also keep the public informed to keep their interest and cooperation at a maximum level.

In order to reach the maximum number of people, it is recommended that the vocational agriculture teacher-coordinator use all the news media available. These can include radio, television, newspapers, school publications, personal letters, assembly programs, talks, speeches, exhibits, banquets, and other media.

Newspaper, Radio, and Television

All teacher-coordinators should use the newspapers, radio, and television stations, serving their areas. Several times during the year the teacher-coordinator should release announcements, news items, and interest stories about the program. In some cases, the copy will have to be prepared by the teacher-coordinator. After the copy has been prepared, it should be shown to the proper administrative personnel for approval. The following are suggestions for the teacher-coordinator in preparing copy:

1. There are two types of articles: news stories and feature stories. The feature story differs from the news story in that it usually emphasizes the "human interest" element. Both types of articles are necessary to properly inform the public of school activities.

2. Both types of stories on vocational programs should be factual. Let the facts speak for themselves. The writer should never attempt to "color" the story by injecting his own opinions.

3. If the teacher-coordinator feels that an article requires a certain amount of "editorializing," he should make sure that the comments come from some person of authority other than himself, and he should use "quotes" in all cases. For example, the following statement in a newspaper article has far more weight than any number of editorial comments made by the coordinator: "In discussing training for off-farm agricultural occupations before the Businessmen's Luncheon Club, Superintendent Brown said, 'We feel that this program does much to bridge the wide gap that separates the school and agricultural business and industry.' "

4. A good news story seldom starts at the beginning and works toward the climax as is done in fiction writing. The opening paragraph is the most important, and should contain the meat of the story.

5. The opening sentence--or at least the first paragraph--should answer the following questions: Why? What? When? Where?

6. Sentences, paragraphs, and even words must be short for easy reading or listening.

7. Use action verbs. The active voice is more forceful than the passive voice. "Students receive training certificates" is better than "training certificates are received by students."

8. There should be a "follow-up" story for most news items released about the program. The announcement that the school has inaugurated a training program in off-farm agricultural occupations should be followed within a reasonable length of time by a story on enrollment, placements, and other data about the program. Likewise, an item such as the "Agricultural Occupations Students Plan Employer Banquet" should be followed by "Students Honor Employers at Banquet" when the function takes place.

9. Too much publicity is worse than none at all. Avoid the use of "ballyhoo" and publicity stunts. Do not mislead the public into expecting more of your program than can possibly be accomplished.

10. Clear all publicity releases through the proper channels. Learn the school policy regarding publicity and adhere to it.

11. Miscellaneous suggestions on preparing copy:

    Use a typewriter
    Double-space
    Do not write the headlines
    Indicate who prepared the copy--it will assist the editors.

In addition to news stories and announcements, there are many opportunities for stories which may be used at various times throughout the school year and which may be classed roughly as feature stories. This type of article is much more difficult to compose than "spot" news and should not be attempted by the teacher-coordinator unless he possesses an ability to write and is experienced. However, material on suitable subject matter may be prepared by him to be rewritten by writers on the local paper.

Some subjects for feature stories are:

1. Student interviews, including photographs of the students at work
2. Employers' views on agricultural occupations training
3. Unusual or outstanding training situations
4. Guidance values of agricultural occupations training
5. Awarding of annual training certificates
6. Student views and reactions on working in an agricultural occupation
7. The place of the FFA in preparing for agricultural occupations
8. Work experience as a high school requirement
9. How agricultural occupations students invest their money
10. Interesting follow-up data
11. Presentation of recognition certificates to cooperating employers
12. On-the-job instructors enrolled in special class

By-and-large, news media are anxious to obtain copy on subjects like those listed above and usually have at least one staff member who specializes in this type of writing. The public is interested in its schools and enjoys reading or hearing about them, especially if the stories contain a liberal sprinkling of familiar names and places, and emphasizes or features the achievements of the youth of the community.

Sample News Stories

The following skeleton news stories show how stories of this nature may be constructed. These are only presented as guides and in some cases they will have to be changed to meet the local situation.

Introductory Article

Agricultural Occupations Program
Mr. John Doe
Vocational Agriculture Instructor
March 15

FOR IMMEDIATE RELEASE

According to ______________________________, Superintendent of Schools, a new on-the-job training program for high school students will be launched this fall at _______________________ High School. An "Off-Farm Agricultural Occupations" curriculum has been developed by _____________________________, Agricultural Occupations Teacher-Coordinator in cooperating with the vocational agriculture consulting committee and school officials.

This program will give students an opportunity to spend part of their school time in on-the-job training with local agricultural business and industrial firms. Students participating will enroll in regular high school courses, including one period of related agricultural instruction, during which time they will study information related to their on-the-job training. They will spend three hours each weekday on the job, learning the skills and management practices involved, under the guidance of a skilled instructor selected from the firm in which the student is working.

This phase of the vocational agriculture program is designed to offer training to all high school students who have an interest in an agricultural occupation. This training can lead to in-school employment and immediate employment after completion of the high school program, or serve as a background for post-high school study.

A survey conducted recently indicates ________ ag-related businesses
number
in the ________________ area. ________ of these firms are interested
Town Number
in employing a student trainee. Further information concerning the program may be obtained by contacting Mr. ______________, Vo-Ag. Instructor, or Mr. __________________, high school principal.

Consulting Committee

A picture of the committee
members is recommended
here

The nine community leaders in business, labor, education, and agriculture named to the ________________ High School Vocational Agricultural Consulting Committee are: (Pictured above L to R)

________________________, ______________________________________.
(Name) (Occupation or business name)

________,__________; ________, ________; ___________,____________;

________,__________; ________, ________; ___________,____________;

________,__________; and ________, ________; local ________,____________;

These men will advise Mr.______________, Vo-Ag teacher-coordinator in planning and conducting the off-farm agricultural occupations program. They were approved by the __________________School Board at its meeting

______________ evening, and will serve from one to three-year terms.
(day)

Student at Work

Picture of Trainee on the Job

____________ ____________, Student Trainee, on the left, performs a part of his job as ____________ (job or position) while ____________, on-the-job instructor, supervises. ____________ (boy's first name) is one of the trainees from the ____________ (School) High School Agricultural Occupations class. He and his classmates spend one-half of the school day in regular academic study, including vocational agriculture. Each students spends three hours during the school day at the training station. ____________ ____________, Vo-Ag instructor at ____________ High School, is coordinator of the program which is designed to offer training for gainful employment in off-farm agricultural occupations.

Speeches

The presentation of short talks or speeches to civic clubs and other groups is an excellent way to promote the program. This enables the public to get personally acquainted with the teacher-coordinator and it also gives the teacher-coordinator a chance to answer questions which may evolve from the group. The teacher-coordinator should be prepared to present a talk concerning the program whenever the occasion arises. Most groups are happy to have representatives of the school speak to them concerning educational problems in the community.

In order to do this job adequately, the presentation should be well organized and prepared. Charts, graphs and figures can be incorporated into the presentation to help illustrate and carry the program to its conclusion. Vary the material and its presentation to fit the group.

The following is a sample outline of a speech that is for presentation to civic groups, etc. This is presented as a sample and should be adapted to the local situation.

I. Introduction

   a. My relationship to school, position, etc.
   b. Statement about the increased emphasis and need for vocational education

II. Status of high school students

   a. Enrollment in various programs in school
   b. Enrollment in our school, state programs, etc.
   c. College-bound students
   d. Drop-outs in our high school
   e. What are we doing for these students?

III. Explanation of program under the provisions of the Vocational Education Act of 1963.

   a. Type of program
   b. Objectives of the program
   c. Explanation of how the program operates

IV. Possibilities of the program in our community

   a. Job opportunities in the community, state, and nation
   b. The number of businesses in the area related to agriculture
   c. Number of possible training centers
   d. Cost of such a program
   e. Additional facilities needed for such a program

V. Explain the values of the program

   a. To the community
   b. To the school
   c. For the employer and,
   d. Most of all to the student.

VI. Ask for their support and cooperation in helping develop this phase of the vocational agriculture program in our community.

VII. Summary

VIII. Question period

Recognition Certificates

An excellent way to increase interest and enthusiasm on the part of students and employers is by issuing recognition certificates. Certificates of completion may be presented to students who have successfully completed the course requirements and also a special recognition certificate may be presented to the cooperating employers and on-the-job instructors. An event such as an employer-employee banquet is an excellent place to award these certificates. Examples of these certificates are found on the following pages.

Other Promotional Activities

Numerous other activities can be utilized to help promote cooperative occupational experience in off-farm agricultural occupations. Some of the other items that may be used are:

1. School publications or special brochures
2. School assembly programs
3. School exhibits, tours and projects
4. Reports at faculty meetings
5. Employer's newspaper ads
6. A section in the school yearbook
7. Letters to students and parents
8. Individual contacts with students and parents
9. Employer-employee banquets
10. Letters of appreciation to employers and parents
11. School public address system
12. Special FFA awards for outstanding achievement in off-farm agricultural occupations work.

FARMVILLE HIGH SCHOOL

VOCATIONAL AGRICULTURE DEPARTMENT

BE IT KNOWN THAT

____
(Name of Instructor)

has been designated as an on-the-job instructor, and is qualified to

offer instruction in ____________________________
(Type of Job in Which Training is Given)

in conjunction with the Agricultural Occupations Program at

____________________________ High School.

Dated this _____ day of ________________ 19___

At ____________________________

____
(Superintendent of Schools)

____
(Chairman Consulting Committee)

____
(Teacher-Coordinator)

FARMVILLE HIGH SCHOOL

VOCATIONAL AGRICULTURE DEPARTMENT

CERTIFICATE OF COMPLETION OF AGRICULTURAL OCCUPATIONS TRAINING

BE IT KNOWN THAT

____
(Student)

has satisfactorily completed ________ year(s) of training as ______________________
(Occupation trained for)

including related classroom instruction and on-the-job instruction supervised cooperatively by the school and the employer.

Dated this _____ day of ______________ 19___

At ______________________________

____
(Superintendent of Schools)

____
(President of School Board)

____
(Cooperating Employer)

____
(Teacher-Coordinator)

Planning the Promotional Program

Needless to say, the teacher-coordinator should carefully plan his promotional campaign rather than conduct it in a haphazard manner. Planning inlcudes timing, which is an essential element in effectively promoting a program. Following is a suggested schedule which a teacher-coordinator may use in making plans for publicizing and promoting this program. Of course, he may not (and probably should not) use all the media listed. He should, however, consider the most feasible in his particular community. The teacher should plan far enough in advance to allow himself sufficient time to carry out his campaign in a creditable manner. A suggested schedule is found below:

MEDIA	Before opening of school	At opening of school	During each Semester	Once during year	At end of School
News stories	X	X	X		X
Newspaper features			X		
School publications			X		
School assembly programs				X	
Talks to civic clubs and other groups	X		X		
FFA activities	X		X		
Talk to Parent-Teacher Association				X	
School exhibits and projects		X	X		
School placards and posters			X		
School public address system		X	X		
Employers' newspaper "ads"				X	
Free radio and television time	X		X		
Section in school yearbook				X	
Letters to students and parents	X				
Employer-employee banquet				X	
Letters of appreciation to employers and parents				X	
Recognition certificates				X	

SELECTING TRAINING STATIONS

One of the most important factors in determining the success of the program is the adequacy of the training station at which a student is placed for on-the-job instruction and experience. It is imperative, therefore, that definite consideration be given to the selection of training stations before students are placed for occupational experience. The survey of the agricultural businesses and firms in the community, explained earlier, should provide a good list of possible training stations. Information gained from the personal interviews or knowledge already possessed by the vocational agriculture teacher-coordinator and consulting committee members should provide sufficient basis for determining whether possible training stations meet the desired criteria.

Criteria for Selecting Training Stations

The following items should be used as criteria in selecting training stations:

1. Type of occupation The training station should provide experience in an occupation that requires some knowledge, understanding, and skill in agriculture.

2. Opportunities for rotation The training station should provide a wide variety of experiences associated with the occupation. It should not be just a routine work experience of a repetitive nature.

3. On-the-job supervision The training station should provide someone capable of serving as an on-the-job instructor. This should be someone who is thoroughly competent in the skills and technical aspects of the occupation. He should be someone who is interested in the program and who will enjoy cooperating in the training program. A discussion concerning on-the-job instructors is found later in this section.

4. Working conditions The working conditions of training stations should be safe and clean, with a good record of accident prevention. It should also present few, if any, conditions that might impair the health of the workers.

5. Reputation The training station should have a good reputation and be respected by the community as a reliable business establishment. It should be one that the community is glad to have within its boundaries.

6. Business Climate The training station should use ethical business practices and leave a favorable impression with the student. The firm should have a record of participation in civic affairs, and a favorable attitude toward the welfare of its employees.

7. Stability of employment The training station should have a reputation of continuous operation. It should have a record of few or no lay-offs, lock-outs, close-downs, or extensive periods of curtailment.

8. Hours of employment The training station should be able to provide a sufficient number of training hours at a time which is conducive to the employment of student workers.

9. Facilities and equipment In order to provide adequate training, the training station should possess adequate facilities and equipment and use up-to-date methods.

10. Employer-employee relationship The training station should maintain a good employer-employee relationship. Firms that make it a policy to train and promote their own personnel score high on this point.

11. Accessibility Training stations should be within a reasonable distance from the school or accessible to the trainee. In some cases, the training station may be outside the normal limits if the student has adequate transportation to and from work, and the training station rates high on other factors. In some cases where students are attending area schools, they can be placed in their local community for occupational experience.

12. Wages The training station should be able to pay a minimum wage for student workers based on that paid other employees of similar experience and training. Wages of regular employees should be at least comparable to those paid in similar occupations in the community.

Training Station Check Sheet

The final selection of training stations can be facilitated by the use of a check sheet. The purpose of this sheet is to obtain a comparative rating of possible training stations. This sheet should list criteria to be considered when making the selection. The consulting committee can be very helpful in completing the check sheets on the different firms.

Careful consideration should be given to each item on the check sheet. Any unusual situations should be listed at the bottom of the sheet under "Remarks." If a prospective training station is not selected, the reasons may be listed in this space and then relayed to the employer. This may help correct deficiencies in the prospective training station so that it may be used in the future.

(An example of a training station check sheet is found on the following page.)

____________________ High School
Vocational Agriculture Department

CHECK SHEET FOR SELECTING TRAINING STATIONS

Establishment________________________Address____________________

Date______________________________Phone No.____________________

FACTORS	Poor	Fair	Good	Very Good	Outstanding
Type of occupation	___	___	___	______	______
Opportunities for rotation	___	___	___	______	______
On-the-job supervision	___	___	___	______	______
Working conditions	___	___	___	______	______
Reputation	___	___	___	______	______
Business climate	___	___	___	______	______
Hours of employment	___	___	___	______	______
Facilities and equipment	___	___	___	______	______
Employer-employee relationships	___	___	___	______	______
Acessibility	___	___	___	______	______
Wages	___	___	___	______	______

Remarks:____

____

____

____

____

Overall Rating: Outstanding__________Very Good__________Good__________

Fair__________Poor__________

Evaluating Cooperating Employers and On-the-job Instructors

In a sense, cooperating employers and on-the-job instructors become a part of the school faculty since they are directly involved in the education of students. To properly function in this role, it is imperative that they possess a professional attitude and other desirable characteristics. It may be desirable to consider their qualifications in regard to some pre-determined criteria. This will serve as a basis for improving their weak areas through individual conferences and special classes.

An example of an evaluation form that can be utilized to determine the desirability of cooperating employers and on-the-job instructors is found on the following page.

Classes for Employers and On-the-Job Instructors

One means by which on-the-job instructors and employers can be better prepared for their responsibilities is to offer special classes for them. These classes can be conducted by the regular vocational agriculture teacher-coordinator. Specific topics such as working with students, methods of giving demonstrations, and objectives and purposes of the program can be covered. Upon completion of these classes, a special certificate can be presented. Experience has shown that efforts expended in this area pay big dividends. On-the-job instruction is improved, and more interest and enthusiasm is gained by all participants.

An example of a certificate that can be presented upon the completion of these courses is found on page 43.

_________________ High School
Vocational Agriculture Department

COOPERATING EMPLOYER APPRAISAL

Name____Date________________

Criteria	Rating
1. Interested in helping students	4 3 2 1
2. Successful in agri-business	4 3 2 1
3. Able to get along with students	4 3 2 1
4. Willing to cooperate with school	4 3 2 1
5. Uses proper English	4 3 2 1
6. Of good character	4 3 2 1
7. Emotionally stable	4 3 2 1
8. Able to explain ideas and concepts to students	4 3 2 1
9. Familiar with vocational agriculture	4 3 2 1
10. Familiar with the off-farm agricultural occupational experience program	4 3 2 1
11. A member of agricultural, civic, or community organizations	4 3 2 1
12. Motivated by high ideals	4 3 2 1
13. Eager and hard-working	4 3 2 1
14. Patient	4 3 2 1
15. Tactful	4 3 2 1
16. Open-minded	4 3 2 1
17. Willing to take time to work with students	4 3 2 1
OVER-ALL RATING	4 3 2 1

4 - Outstanding
3 - Good
2 - Fair
1 - Poor

FARMVILLE HIGH SCHOOL

VOCATIONAL AGRICULTURE DEPARTMENT

BE IT KNOWN THAT

____
(Name of Person)

has satisfactorily completed a special course designed to train cooperating instructors in agricultural occupations in conjunction with the vocational agricultural department at ______________________ High School.

Dated this ____/day of ______________ 19___

At ________________________

____
(Teacher-Coordinator)

____
(Superintendent of Schools)

SELECTION OF STUDENTS

It must be realized that the student is the most important element in a cooperative occupational experience program. Much of the success of the program will depend upon the calibre of the students enrolled. Students termed "of high calibre" do not necessarily mean those with outstanding grades, but refers to those students who possess the aptitude and qualifications required for success in a given occupation. The objectives of this program can be attained only when the student is capable and desires to receive training. There may be a tendency among some educators to gear the program toward students with low academic and occupational abilities, while the training for many occupations requires students to have desirable personal traits and above-average aptitudes.

With the above considerations in mind, the need for a sound system for screening and selecting students becomes evident. The vocational agriculture teacher-coordinator should plan a system that utilizes numerous activities and procedures in selecting students.

Procedures for Selecting Students

The following steps are suggested as a guide to follow in the selection of students:

1. Make a general announcement concerning the program to all eligible students at least two months before pre-registration for courses.

2. Have all interested students complete an "application for enrollment form." A sample form is found on page 47 . Another form which is designed with the same purpose in mind is located in the Appendix.

3. Make arrangement with the school counselor to obtain various tests scores and other confidential information that is not reported on the application form.

4. If sufficient tests have not been administered, the teacher-coordinator may wish to administer commercial tests or in some cases special interest surveys. These can determine the students interest and abilities in specialized areas such as sales and mechanics. A sample form that can be utilized to determine a student's interest in sales is located in the Appendix.

5. In most cases the teacher-coordinator will be familiar with the personal characteristics of possible students, since he would most likely have had them in previous vocational agriculture classes. In some cases, however, the teacher-coordinator may have had very little contact with interested students. If this be the case, it may be advantageous to have other teachers more familiar with the student evaluate the personal characteristics of the student. A sample teacher's rating form is found on page 48 .

6. Record the information obtained from the previous steps on a "Student Information Sheet." (See example in a later part of this section.)

7. Interview each candidate personally. This will help obtain information that has not been obtained in any of the previous steps.

Criteria for Selecting Students

After the above steps have been completed, sufficient information should be available to make a final selection. The following criteria are suggested as possible points to be kept in mind when selecting students.

Occupational objective Students selected should have an interest in agricultural occupations for which the training program is designed, and in which adequate training stations will be available.

Parents' approval Students selected should have their parents' approval to participate in the program.

Ability and willingness to work Students selected should have demonstrated that they are able and willing to work.

Age Most states have minimum age laws (usually 16) and therefore this must be considered when students are selected. Students selected should be able to meet the age requirements specified by local, state, and federal labor laws.

Scholarship Students selected should have done well in school subjects related to the occupation in which they will be trained.

Attendance records Students selected should have a minimum number of absences and tardinesses on their school records.

Hours available for work Students selected should be able to work the minimum required hours per week for the total training period.

Transportation Students selected should be able to have transportation to and from their training station.

Handicaps Students selected should not possess any handicap which would prevent them from being hired by employers in the available training stations.

Personal characteristics Students selected should have desirable personal characteristics. This would include such items as character, loyalty, initiative, attitude, and personality.

________________ High School
Vocational Agriculture Department

APPLICATION FOR ENROLLMENT IN VOCATIONAL AGRICULTURAL OCCUPATIONS*

Date____________

Name____________________________Parent's or Guardian's Name______________________

Address____________________________________Phone No.__________

Age_____Sex_____Height_____Weight_____Social Security No.__________

Location from School____

Grade in School________ Do you plan to go to college? Yes________No______

List the high school credits you have earned in Math_____English_____Science__
Social Science______Agriculture______Commercial______Other__________

Parents' Occupations - Father______________Mother______________

What type of curriculum are you enrolled in? College Prep___Vocational_______
General_______

What hobbies do you enjoy?______________________________________

List the clubs and organizations to which you belong____________________

____

Do you wear glasses? Yes___No___ Will you have transportation to work? Yes_____
No____ Do you have any physical handicaps? Yes___ No___ If the answer is "Yes"
please explain____

List the name of employer and previous jobs you have held and the length of time spent on the job.

Name of Employer	Job	Number of Months

In what occupations do you prefer to receive training? First Preference_______
__________________________Second Preference____________________

What types of work to you dislike?______________________________

Will you be available for work: after school?__________on Saturdays?_________

What subjects to you need to graduate? ________ ________ ________ ________
________ ________ ________ ________ ________ ________ ________

(Have your parents complete the following:)

__________________________has my permission to participate in the agricultural occupations program.

Signed by Parent or Guardian______________________

---

*Adapted from the Colorado Handbook for Developing and Operating Agricultural Occupations Programs.

____________________ High School
Vocational Agriculture Department

TEACHER'S RATING OF STUDENTS INTERESTED IN AGRICULTURAL OCCUPATIONS

Date________________________

Student's Name____ Course____________________

Please rate the student on the following traits:

	Excellent	Good	Fair	Poor
Character	______	______	______	______
Loyalty	______	______	______	______
Initiative	______	______	______	______
Attitude	______	______	______	______
Resourcefulness	______	______	______	______
Dependability	______	______	______	______
Personality	______	______	______	______
Achievement in your course	______	______	______	______

Do you feel this student is qualified to represent our school on a job?
Yes _____ No_____

List any outstanding abilities or talents this student possesses.______________

____

____

For what vocation do you feel this student is best suited?______________________

____

Does this student take orders and criticism well? Yes_____ No_____

Which does this student prefer: Mental activities_____ Physical activities_____

Other remarks:____

____

____

____

____
Teacher

___________________ High School
Vocational Agriculture Department

STUDENT INFORMATION FOR AGRICULTURAL OCCUPATIONS*

(To be completed by teacher-coordinator and kept in permanent record file)

Date____________________

Name____________________________________Parent's Name_______________________

Address____Phone No.__________

Age_____Sex_____Height_____Weight_____Social Security No.____________________

Grade in school__________Parent's occupation: Father_____________Mother________

Location from school____________________Plan to go to college Yes______No______

Credits earned - Math_____English_____Social Science_____Science_____Ag_________
Commercial______Other_______

Type of program enrolled in: College prep______Vocational______General_________

Hobbies____Grade average____________

Days absent last year______________ Transportation to work? Yes______ No_______

Clubs and Organizations____

Physical handicaps_____________________________________Glasses?________________

Previous work experience and name of employer	Job	Months

Student's Interests____

Student's Dislikes____

Occupational Objective____

I. Q. Tests (List each)____

Other tests	Test	Result

Parents approve of participation in Agricultural Occupations program? Yes___No__
Availability for work after school____________________Saturdays_______________

Subjects needed to graduate____

Miscellaneous information____

---

*Adapted from the Colorado Handbook for Developing and Operating Agricultural Occupations Programs.

LEGAL REQUIREMENTS FOR STUDENT WORKERS

The employment of students in cooperative occupational experience must conform to state and federal laws. The vocational agriculture teacher-coordinator must be familiar with the local, state, and national employment laws which restrict the occupational experience in which students may participate. It is particularly important that he be familiar with the provisions of these laws which pertain to minimum wage and child labor. He should also be familiar with social security and other forms of insurance, responsibilities of the local school, hazardous occupations, and other employment requirements.

State Regulations

Each state has child-labor laws and several states have minimum wage laws. It must be remembered that whenever standards and requirements of a state law differ from federal regulations, the higher standard must be observed. Most states have pamphlets or brochures explaining the provisions of the employment laws for that state. The vocational agriculture teacher-coordinator can become familiar with the state employment regulations by securing the material published by the state concerning these laws or by personally contacting a representative of the state department associated with state employment regulations.

Age Certificates

Age or employment certificates, sometimes called work permits or working papers, are issued under state child labor laws. They are used to certify that a person under 18 years of age is legally employed. Age certificates are generally obtained from the local school or someone designated by the board of education. The vocational agriculture teacher-coordinator should see that age certificates are obtained and on file for each student under 18 years of age employed as a student learner, in those states where they are required. In some states, age certificates are only required for minors 14 and 15 years old who wish to work on school days during school hours. Age or employment certificates are available in every state except Idaho, Mississippi, South Carolina, and Texas.

Federal Laws

The Fair Labor Standards Act of 1938, as amended, establishes minimum wage, maximum hours, overtime pay, and child labor standards for employment which is subject to the provisions of the Act. The Fair Labor Standards Act applies to employees (including student-learners) engaged in interstate or foreign commerce or in the production of goods for interstate or foreign commerce, including any closely related process or occupation directly essential to the production of goods for interstate or foreign commerce. The Act also applies to employees (including student-learners) who are not themselves engaged in or producing goods for commerce. Some business enterprises, and employees of these enterprises, which are agricultural in nature, are exempt from certain provisions of the Act. It is important to note that the exemptions pertain, in most cases, to the minimum wage and overtime provisions of the Act and not to the child labor provisions of the Act.

Minimum Wage, Overtime Pay, Maximum Hours, and Equal Pay

Employees, whose work places them under the provisions of the Fair Labor Standards Act, must be paid a minimum wage of at least $1.25 an hour and overtime compensation at a rate of not less than 1½ times their regular rate of pay for hours worked over forty in any work week. The law applies equally to men and women and to all enterprises engaged in interstate commerce regardless of the number of employees. The law does not set a limit on the number of hours of work per week for persons sixteen years of age or over unless they are covered by a student-learner certificate. An amendment to the Fair Labor Standards Act, effective in 1964, prohibits employers from discriminating on the basis of sex in the payment of wages for equal work. An employer may not pay employees of one sex at rates lower than he pays employees of the opposite sex for doing equal work on jobs requiring equal skill, effort, and responsibility which are performed under similar working conditions.

Exemptions from the minimum wage and overtime provisions of the Fair Labor Standards Act are allowed for certain workers. The two groups of workers for whom exemptions are made, which are applicable to cooperative occupational experience in vocational agriculture, are agricultural and related workers and students who complete student-learner certificates and are employed on a part-time basis as a part of a bonafide vocational training program.

Exemptions for Agricultural and Related Workers

Certain workers who do farm work or who handle or process farm products are exempt from the minimum wage and overtime requirements of the Fair Labor Standards Act. The workers exempt under this provision include the following:

1. Farm workers who cultivate the soil or grow or harvest crops, or who raise livestock, bees, fur-bearing animals or poultry. Workers who do such work in greenhouses, nurseries, and hatcheries are included. Also included in this category are workers employed by a farmer on work incidental to their employer's own farming operation and workers who do work on a farm incidental to the farming operations conducted with that farm whether the person is employed by a farmer or by an independent contractor.

2. Agricultural workers who are shade-grown tobacco workers and are employed in the growing and harvesting of shade-grown tobacco during the current crop season

3. Livestock auction workers employed by a farmer for the major part of their work week and employed in connection with such farmer's livestock auction operations for the rest of the week

4. Home workers who are engaged in the making of wreaths composed principally of natural holly, pine, cedar, or other evergreens

5. Transportation employees who are engaged in transporting fruits and vegetables, or preparing fruits and vegetables for transportation from the farm to a place of first processing or first marketing within the state. Also included are transportation employees who transport fruit and vegetable harvestors between the farm and any point within the state.

6. Cotton gin employees who are engaged in the ginning of cotton for market.

7. Workers within the "area of production" who handle, park, store, compress, pasteurize , dry, prepare products in their raw or natural state, or who can agricultural or horticultural commodities for market, or who make cheese or butter or other dairy products. A worker is employed within an "area of production" if the establishment where he is employed meets the "population tests" and the "distance tests."

8. Country elevator employees who are employed within the "area of production" by country elevators having not more than five employees. The exemption applies to the employees of country elevators who sell products and services used in the operation of a farm.

Certain agricultural workers are exempt from the overtime regulations, only, not the minimum wage requirements. These workers are:

1. Workers in certain processing operations--first-processing milk, buttermilk, whey, skimmed milk or cream into dairy products; ginning or compressing cotton or processing cotton-seed; processing sugar beets, sugarcane, or maple sap into sugar or syrup.

2. Workers in other processing and handling operations--first-processing, canning, or packing fresh fruits or vegetables; first-processing within the "area of production" any agricultural or horticultural commodity during seasonal operations; handling, slaughtering, or dressing poultry, or livestock.

3. Outside buyers of poultry eggs, cream or milk in their raw or natural state. Outside buyers are individuals who work away from their employer's place of business.

Other exemptions from the minimum wage and overtime provisions (applicable to agricultural businesses) include:

1. Employees of retail or service establishments which are primarily engaged in selling farm implements.

2. Employees of other retail or service establishments which have less than $250,000 in annual sales, if the enterprise of which they are a part has less than $1,000,000 in gross annual sales or procures less than $250,000 annually in goods for resale that move or have moved across state lines.

Exemptions for Student-Learners

Students enrolled in cooperative occupational experience are eligible to work for seventy-five percent of the minimum wage if they complete a Student-Learner Certificate. Certain provisions must be met in order to obtain a Student-Learner Certificate. A detailed discussion on the standards and provisions that must be met is found in the Appendix.

Application Form for a Certificate to Employ a Student-Learner

The form on the following page is a copy of the official form required for a certificate to employ a student-learner.

Questions Pertaining To The Application For And Certification Of Student Learners

Note: The reference in parenthesis refers to the section of Title 29 part 520 of the code of Federal Regulation--"Employment of Student-learners"

1. In the average situation, for what period of time is a student-learner certificate issued?

   Ans. - for one school year only. (Section 520.8.) This is an appropriate 36 week period, consisting of 15 to 25-hour work-weeks.

2. What rate of pay is applicable to the student learner's employment?

   Ans. - 75 percent of the applicable minimum wage, i.e., $1.25 per hour= $.94 (Section 520.6 (b)).

3. Does the application for the certificate constitute a temporary certificate?

   Ans. - Yes, if the application is correctly filed. The temporary authorization becomes effective the date the application is postmarked. Section 520.6 (c) (2)

4. Can a student learner under 18 years of age work in some of the occupations declared as particularly hazardous for minors?

   Ans. - Yes. (Section 520.5 (d)). If a written agreement is on file as described in the Child Labor Bulletin No. 101, Page 9.

5. May student learners work in any of the Hazardous Occupations without the exemption being granted?

   Ans. - No. There is no provision for this.

U. S. Department of Labor
Wage and Hour and Public Contracts Division

APPLICATION FOR A CERTIFICATE TO EMPLOY A STUDENT-LEARNER

The certification of the appropriate school official on the reverse side of this application shall constitute a temporary authorization for the employment of the named student-learner at less than the statutory minimum wage applicable under Hazardous Occupations Orders of the Fair Labor Standards Act of 1938, as amended, or at wages below the applicable Walsh-Healey Public Contracts Act minimum wage determination, effective from the date this application is forwarded to the Divisions until a student-learner certificate is issued or denied by the Administrator or his authorized respresentative, provided the conditions specified in Section 520.6 (c) (2) of the Student-Learner Regulation (29 CFR 520) are satisfied.

PLEASE READ CAREFULLY THE INSTRUCTIONS FOR COMPLETING THIS FORM
PRINT OR TYPE ALL ANSWERS

1. Name and address of establishment making application:	3. Name and address of student-learner:
2. Type of business and products manufactured, sold, or services rendered	4. Name and address of school in which student-learner is enrolled:

INFORMATION ON SCHOOL INSTRUCTION

5. Number of weeks in school year		11. Are Smith-Hughes Act of George-Barden Act funds being used for this program? (Yes or No)	
6. Total hours of school instruction per week			
7. Number of such hours directly related to employment training		12. Was this program authorized by the State Board for vocational education?	
8. Proposed beginning date of employment		13. If the answer to item 12 is "No", give the name of the recognized body which has approved this vocational training program:	
9. Proposed ending date of employment			
10. Proposed graduation date of student-learner			

14. Outline the school instruction *directly* related to the employment training. (List courses, etc.)

SAMPLE FORM

Form WH-205 (10/63) ATTACH SEPARATE PAGES IF NECESSARY

Continued from preceding page

Information on employment training at special minimum wages:

15. How is employment training scheduled (weekly, alternate weeks, etc.)?

16. Number of weeks of employment training at special minimum wage

17. Number of hours of employment training a week

18. Special minimum wage(s) to be paid student-learner (if a progressive wage scale is proposed, enter each rate and specify the period during which it will be paid):

19. Title of Student-learner occupation:

20. Number of employees in this establishment

21. Number of experienced employees in student-learner's occupation shown in question 19

22. Minimum hourly wage rate of experienced workers in 21

23. Is an age or employment certificate on file in this establishment for this student-learner? (If not, see instructions)

24. Is it anticipated that the student-learner will be employed in the performance of a Government contract subject to the Walsh-Healey Public Contracts Act?

25. Outline training on-the-job (describe briefly the work process in which the student-learner will be trained and list the types of any machines used).

26. Signature of student-learner:
I have read the statements made above and ask that the requested certificate, authorizing my employment training at special minimum wages and under the conditions stated, be granted by the Administrator or his authorized representative.

(Signature of Student) (Date)

27. Certification by school official:
I certify that the student named herein will be receiving instruction in an accredited school and will be employed pursuant to a bona fide vocational training program as defined in section 520.2 of Student-Learner Regulations.

(Signature of School Official) (Date)

Title

28. Certification by employer or authorized representative:
I certify, in applying for this special certificate, that all of the foregoing statements are, to the best of my knowledge and belief, true and correct.

(Signature of employer or representative) (Date)

Title

6. Who does the Wage and Hour Division hold responsible for compliance with the Hazardous Occupations Orders and the terms of the certificate?

   Ans. - the employer.

7. When school is not in session, how many hours may a student work, under the provisions of a certificate?

   Ans. - When school is not in session, the student may work a number of hours in addition to the weekly hours granted by the certificate: provided, the total hours do not exceed 8 hours in any one day or 40 hours in any week. (Section 520.6 (d) and (3)).

8. How many copies of the application are necessary and who gets them?

   Ans. - Four copies are made. One is given to the student, one is given to the employer, one is given to the school, and the original is sent to the regional labor office.

9. How many hours may a student-learner work at his occupation?

   Ans. - The number of hours at work plus the number of hours spent in class at school must not exceed 40 per week.

10. May a student-learner work under the provisions of a certificate during the summer months?

    Ans. - Yes. For example: if a student learner begins his employment at the beginning of the spring semester (approximately January 1), his training may continue through the summer months, provided he has not graduated and provided the summer work is under the auspices of the teacher-coordinator.

11. May a student-learner ride as a passenger in a vehicle getting from job site to job site?

    Ans. - Yes. If the student is not primarily engaged in loading or unloading the vehicle or as a driver or driver's helper, he may ride the vehicle.

12. Is a student-learner under 18 subject to the Hazardous Occupations Orders, whether or not the employer is paying the minimum wage?

    Ans. - Yes--and if a student-learner is to be employed in a hazardous occupation that carries an exemption (i. e. Hazardous Occupations Orders No. 5, 8, 10, 12, 14, 16 and 17) there must be a written agreement on file as described in "II" under the heading "Student-Learner" of the Child Labor Bulletin No. 101 pp. 7-8.

Child Labor Provisions

Sixteen years is the minimum age for most employment covered by the Fair Labor Standards Act. This requirement includes employment in agriculture (farming) during school hours. Eighteen years is the minimum age for employment in an occupation declared hazardous by the Secretary of Labor. Employment of 14 and 15-year-old youths is limited to certain occupations outisde school hours only and under specified conditions. The child labor provisions of the Act do not apply to children employed in farming outside of school hours nor to children under 16 years of age who are employed by their parents in occupations other than manufacturing, mining or hazardous occupations.

Child labor provisions applicable to farming

The child labor provisions of the Fair Labor Standards Act apply generally to farmers whose crops or products go either directly or indirectly into interstate or foreign commerce. A farmer is engaged in interstate commerce if he sends his products outside the state or delivers his products to a canner, processor, or dealer whom he knows or has reason to believe will send it outside the state (in its original form or as an ingredient in another product.) Farmers may not employ children under 16 years of age during school hours. This requirement does not apply to the employment of a farmer's own children on his farm. There is no minimum age of employment in farming outside school hours.

Hazardous Occupations

The Fair Labor Standards Act states that a minimum age of 18 is necessary for employment in any occupation which the Secretary of Labor defines as particularly hazardous or detrimental to the health or well being of 16 and 17 year olds. There are 17 hazardous occupation orders now in effect which apply either on an industry basis, specifying the occupations in the industries that are not covered, or on an occupational basis irrespective of the industry in which found. The orders in effect do not apply to employment in farming. The occupations declared to be hazardous by the Secretary of Labor follow:

1. Occupations in or about plants or establishments manufacturing or storing explosives or articles containing explosives components
2. Occupations of motor-vehicle drivers and helpers
3. Coal mine occupations
4. Logging occupations and occupations in the operation of any sawmill, lath mill, shingle mill, or cooperage stock mill
5. Occupations involved in the operation of power-driven woodworking machines
6. Occupations involving exposure to radioactive substances and to ionizing radiations
7. Occupations involved in the operation of elevators and other power-driven hoisting apparatus
8. Occupations involved in the operation of power-driven metal framing, punching, and shearing machines
9. Occupations in connection with mining, other than coal
10. Occupations in or about slaughtering, and meat-packing establishments and rendering plants
11. Occupations involved in the operation of certain power-driven bakery machinery
12. Occupations involved in the operation of certain power-driven paper product machines
13. Occupations involved in the manufacture of brick, tile, and kindred products
14. Occupations involved in the operation of circular saws, hand saws, and guillotine shears
15. Occupations involved in wrecking, demolition, and ship-breaking operations

16. Occupations involved in roofing operations

17. Occupations in excavation operations

For complete discussion on the above orders consult Child Labor Bulletin No. 101.

Hazardous occupations orders numbers 5, 8, 10, 12, 14, 16, and 17 contain exemptions for student-learners provided they are employed under the following conditions:

1. The student-learner must be enrolled in a course of study in a cooperative vocational training program under a recognized state or local educational authority.

2. The student-learner must be employed under a written agreement which provides:

    a. That the work of the student-learner in the hazardous occupation is incidental to his training.

    b. That such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person.

    c. That safety instructions shall be given by the school and correlated by the employer with on-the-job training.

    d. That a schedule of organized and progressive work processes to be performed on the job shall have been prepared.

Each written agreement for an exemption from the hazardous occupation order must be signed by the employer and the teacher-coordinator or principal. Copies of the agreement must be kept on file by both the school and the employer. A sample letter agreement is found on page 61 .

____________ High School
Vocational Agriculture Department

Mr. John McAhee, Manager
Brown's Farm Implement Company
340 Main Street
Farmville, U. S. A.

Dear Mr. McAhee:

We recognize that John Jones enrolled as a vocational agriculture student and placed in your firm for occupational experience may, during the course of his employment with you, be called upon to learn to operate machines that the Secretary of Labor has declared particularly hazardous for minors under 18 years of age.

This letter stands as an agreement that you as the employer, and I, as a representative of the school, understand that the work of the student in those occupations declared particularly hazardous shall be incidental to his training; that such work shall be intermittent and for short periods of time, and under the direct and close supervision of a qualified and experienced person; that safety instructions shall be given by the school and correlated by the employer with on-the-job training; and that a schedule of organized and progressive work process to be performed on the job shall be prepared.

As an indication of your concurrence with this agreement, please sign this letter in the space provided below. Please retain the duplicate copy for your files and return the original copy to me.

Sincerely,

Gilbert Andrews,
Vocational Agriculture
Teacher-Coordinator

____
(Name and address of employer)

____
(Date)

Walsh-Healey Public Contracts Act

This Act applies to contracts entered into by the U. S. Government for the manufacture or furnishing of materials, supplies, articles or equipment in any amount in excess of $10,000. The Act requires (1) the payment to employees engaged in the performance of such contracts of not less than the minimum wage. (2) That no boy under 16 and no girl under 18 years shall be employed in any work performed under the contract. The teacher-coordinator should know the provisions of this Act which apply to student-learners.

Social Security

Students who do not have a Social Security number must obtain one before they can be paid for any work performed. Most student workers are entitled to benefits under the provisions of the Social Security Act. Among those not covered at present are certain professional people, some government employees, and employees of certain non-profit organizations. The Social Security Act does not provide coverage for children employed by either parent.

Unemployment Insurance

Students are generally not eligible for unemployment insurance since they are not employed full-time. Information may be obtained from the nearest office of the State Employment Service or from the Bureau of Employment Security, U. S. Department of Labor, Washington, D. C., 20225.

Workmen's Compensation

Students should not be placed in a firm where the employer does not carry workmen's compensation. Workmen's compensation provides payment for necessary medical care and benefits to an employee disabled by injury or illness caused by his work. It is based upon the principle that an employer is responsible for physical injury that befalls any of his employees because of working conditions or the work assigned to him.

Workmen's compensation available for student-learners should always be checked when determining possible training stations. There are no national laws or regulations which require an employer to carry workmen's compensation for all of his employees.

Taxes

Student workers' incomes are subject to the same taxes as regular workers. This includes both federal and state taxes. Students should be informed that since they are wage earners, a percentage of their income will be withheld by their employer in accordance with tax regulations.

Occupations Requiring Licensing

In order to safeguard the well-being of the citizenry, the federal, state, and local governments may require licenses of certain workers. The vocational agriculture teacher-coordinator should determine if any of the occupations in which students will be placed for cooperative occupational experience require licensing by the town, city, county, or state. The cooperating employer will know where the license can be obtained or where the necessary information can be secured to determine if student-learners can be placed in these occupations.

Field and Regional Labor Offices

The Department of Labor maintains field and regional offices which may be contacted to answer questions concerning Federal labor regulations. A list of these offices is located in the Appendix.

Publications on Labor Regulations

Most states have pamphlets on the state labor regulations. These can be obtained from a district or state office. Numberous publications covering federal labor regulations are available from the field or regional offices. The vocational agriculture teacher-coordinator should take note of those marked with an asterisk (*) since he will undoubtedly want to refer to them for specific questions. Some of the publications available are:

1. *Handy Reference Guide to the Fair Labor Standards Act
2. Information on the Equal Pay Act of 1963
3. Services to the Public
4. "Our Town"

5. Retail and Service Enterprises and Establishments
6. "White Collar" Exemptions
7. *Agriculture and Related Exemptions
8. Highlights on Computing Overtime Pay
9. A Quick Look at Hours Worked
10. How to Keep Time and Pay Records
11. *A Guide to Child-Labor Provisions (Child Labor Bulletin No. 101)
12. *Agriculture and the Child Labor Requirements (Child Labor Bulletin No. 102)
13. What Crew Leaders and Contractors of Farm Workers Should Know About Child Labor in Agriculture
14. A Message to Young Workers
15. *Handy Guide to the Walsh-Healey Public Contracts Act
16. Wage-Hour Coverage--Part 776
17. Overtime Compensation--Part 778
18. Hours Worked--Part 785
19. Executive, Administrative, Professional, and Outside Salesmen--Part 54; (and Explanatory Bulletin)
20. Motor Carriers--Part 782
21. Records--Part 516:
    Subpart A, General Requirements
    Subpart B, Miscellaneous Exemptions and Others
22. Area of Production--Part 536
23. The Fair Labor Standards Act
24. Equal Pay for Equal Work--Part 800

PLACEMENT OF STUDENTS IN TRAINING STATIONS

A concerted effort should be exerted by the vocational agriculture teacher-coordinator to insure that the interest of both the student and the employer is considered when placing a student in a training station.

One mistake the teacher-coordinator should guard against is arbitrarily assigning a student to a training station without involving the employer. Past experiences have shown that this may lead to an undesirable situation. First of all, students do not receive the actual experience of applying for a job under realistic circumstances and secondly, if for some reason the student does not do well at the training station the teacher-coordinator must assume full responsibility.

When Should Students be Placed?

Due to the variety of programs which offer training in off-farm agricultural occupations, it is difficult to say when students should be placed in cooperative occupational experience. Some students will need to be placed in the summer before entering a class where related instruction is to be offered, while others will need to be in the class for a considerable period of time before they are placed in on-the-job training.

Although it is sometimes difficult to accomplish, students should receive formal instruction in certain areas before they are placed for cooperative occupational experience. The type of employment will determine to some extent the previous instruction needed. For most occupations it is desirable for students to be acquainted with the procedures of applying for a job, employer-employee relations, and a general knowledge of the nature and scope of the occupation for which they are preparing before they begin their on-the-job experience.

How Should Students be Placed?

Although there are no definite procedures in placing students in training stations, there are certain practices that should be followed. The following practices are recommended as desirable procedures for the teacher-coordinator to use:

1. Have more than one student apply for a job at a training station. This will enable the employer to have a choice and it will enable students to encounter a more realistic situation in that he knows that he is competing for a position.

2. Have the student write a letter of application. This gives practical experience to the student and at the same time enables the employer to determine if he wants to give the student's application further consideration by having him complete an application form or attend a personal interview. An example of a student's letter of application is found on page 67 .

3. Help the student complete the application forms that the employer requires. If the employer does not require application forms, the teacher-coordinator may construct a sample form which students may complete for practical experience. These forms plus a personal data sheet may be given to an employer if he requires information in addition to that obtained during an interview. An example of an application form is found on page 68 . An example of a personal data form is found on page 70 .

4. Ask the employer to conduct a personal interview with those students that meet his minimum requirements. This is excellent experience for the student and it enables the employer to determine which student he feels best suited for the position available. Some specific helps concerning student-employer interviews are found on pages 71 and 72 .

5. The final selection of the student to be placed in the training station should be made by the employer. This will enable the employer to have the same freedom and responsibility in the hiring of student-learners as for a regular employee. In many cases the employer works directly with the teacher-coordinator in that the teacher-coordinator will supply information concerning the students if the employer so desires.

6. If a student is not selected for a job in one training station, he should then apply at another approved station which can provide training in an occupation that is available.

The module, Human Relations in Agricultural Occupations, developed as a part of this project presents material dealing with the procedures in placing students on jobs. If at all possible, the material in this module should be taught before the students are placed for occupational experience.

_________________ High School
Vocational Agriculture Department

(Sample Letter of Application)

Box 100
Farmville, U. S. A.
September 20, 1965

Mr. John McAhee, Manager
Browns Farm Implement Co.
340 Main Street
Farmville, U. S. A.

Dear Mr. McAhee:

Mr. Andrews, vocational agriculture teacher-coordinator at Farmville High School, has informed me of a vacancy in the tractor and machinery parts department of your firm. I would like to submit my name for consideration for this position.

At present, I am a student enrolled in the agricultural occupations program at Farmville High School and therefore, will be available for employment after 2:00 p. m. on school days, and the entire day on Saturdays and during the summer. I do not plan to go to college, and I plan to seek full-time employment in an agricultural firm when I graduate.

I have lived and worked on a farm all my life. Last summer I worked in the parts division of the Farmville Tractor and Equipment Co. I have served as secretary of the local F F A Chapter and scholastically, I rank in the upper fourth of my high school class.

I am interested in a career in agricultural machinery sales and recognize the value of being associated with a firm of your reputation. I would appreciate a personal interview with you at your earliest convenience so you may become better acquainted with my qualifications. I will be available for an interview after 2:00 p. m. on school days and any time on Saturdays.

I may be contacted at the above address or through Mr. Andrews at the high school. I am looking forward to your reply.

Sincerely,

John Jones

____________________ High School
Vocational Agriculture Department

APPLICATION FOR EMPLOYMENT*

Trainee Practice Form
Vocational Agriculture Occupations Training Program

PERSONAL INFORMATION

Name____
(Last) (First) (Middle)

Address____Telephone____________
(Street) (City) (State)

Social Security Number__________________________Date of Birth____________

Height_____________Weight_____________ List physical handicaps if any:_______

____

Have you ever been seriously injured on a job?__________Explain_______________

____

Did you receive compensation for the injury?_____________________________

Have you ever been convicted in a court of law for any violation other than traffic?_______ If so, explain?____________________________________

EDUCATIONAL BACKGROUND

Public School Attended: Name of School___ _______________City______State_____

1 - 2 - 3 - 4 - 5 - 6 - 7 - 8 - 9 - 10 - 11 - 12
(Circle number indicating highest grade completed.)

Leadership Activities:____

____

SPECIAL SKILLS YOU POSSESS

List your fields of training____

____

Machines you can operate____

____

---

*Adapted from the 1965 Workshop Report of the Agricultural Occupation Institute held at Oklahoma State University.

Continued from preceding page

OCCUPATIONAL EXPERIENCE

(Start with your last position and work to the first)

1. ____
Exact title of position Name and address of employer

____
Reason for leaving

Dates of Employment From:____________________ To:____________________

2. ____
Exact title of position Name and address of employer

____
Reason for leaving

Dates of Employment From:____________________ To:____________________

3. ____
Exact title of position Name and address of employer

____
Reason for leaving

Dates of Employment From:____________________ To:____________________

REFERENCES

(Name)	(Title)	(Business)	(Address)

Employer's comment____

____

____

____

____________________ High School
Vocational Agriculture Department

(Sample Personal Data Sheet)

John Jones
Box 100
Farmville, U. S. A.

Personal Information

Age: 17
Height: 5'9"
Weight: 160
Health: Excellent
Telephone: 262-9038

Job Objective

I wish to secure a position in retail selling of agricultural products. My first preference is farm machinery and equipment sales. My second preference is in the area of agricultural chemical sales.

NOTE: State the kind of position you desire or the specific interests you have. Clearness of objective and clarity of expression are both important. State your interest fully but be as brief as possible.

Education

High School: Senior at Farmville High School
Major: Vocational Agriculture
Technical Skill: Three years vocational agriculture, with specific instruction in repair and adjustment of farm equipment and machinery, farm welding, public speaking, parliamentary procedure, animal science, and crop science.
Leadership Activities: Secretary of FFA, Treasurer of Sophomore class, member of Student Council.

Work Experience

Farmville Tractor & Equipment, Main Street, Farmville.
Worked in the parts department during the summer of 1965.
Jones Farm, Box 100, Farmville.
Worked as a general farm worker on my father's farm after school and during the summers from 1960 to 1964.

NOTE: Briefly list all the jobs or positions you have held giving the employer's name, address, title of job, and length of service. Begin with your most recent job first.

References

Mr. Neal Groves, Manager, Farmville Tractor & Equipment Co., Main Street, Farmville.
Mr. Gilbert Andrews, vocational agriculture instructor, Farmville High School, Farmville.
Mr. Claude Rolloff, Box 101, Farmville.

NOTE: Obtain permission to use names. The following is acceptable if references are not listed: "Appropriate business and personal references will be furnished upon request."

Some Helps Regarding Interviews *

The following is a sample of the type of information the teacher can use to help prepare students for interviews.

The interview

Planning for a successful interview usually begins long before the interview. After you know the firm where you are to get your work experience, you are in a position to do a little research. Find out where the company is located, who the manager is, what the company sells (including "brand name" products), its policies and organization. Ask yourself how you can fit into the firm best.

Before you leave for the interview, check your personal appearance. Dress smartly and neatly. Above all, be clean. Carry with you a portfolio of references and your personal data sheet.

When you enter the interview office, smile, and act naturally. The interviewer is interested in the real you. He will usually be an experienced person and will take the initiative throughout the interview. If he gives you a chance, offer special information about your interests and desires and your interest in the firm. Ask questions. Show interest!

Before the interview

The following questions should be answered before the interview:

1. What kind of training do you really want?
2. Where can you go to find such training?
3. What qualifications are necessary to obtain such training?
4. Does the firm hire persons without experience for the kind of job you desire?
5. How can you best get the kind of experience you need?
6. What do you know about the firm?
7. Who is the one who does the employing?
8. Are you positive on the training you want?
9. What kind of clothes should you wear for the interview?

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* Adapted from the material for conducting pilot programs in off-farm agricultural occupations in Kentucky.

10. What references should you carry with you to the interview?

11. Why is it important to arrive on time for your interview?

12. Where is the exact location interview will take place?

During the interview

The following questions should be kept in mind when the interview takes place:

1. Should you shake hands with the interviewer?

2. Should you smile?

3. If you are introduced to the interviewer, what should you say?

4. Should you sit down immediately?

5. How should you sit?

6. Where should you put materials that you have carried with you?

7. If the interviewer sits waiting for you to speak, what should you say?

8. If the interviewer asks questions, how should you reply?

9. If the interviewer makes no offer of a training position, what should you do?

10. If the interviewer makes an offer of a training position, what questions should you ask?

After the interview

Every interview should be followed with a letter of appreciation, thanking the interviewer for his consideration and reaffirming your desire to have the training position. The follow-up letter may express your interest in the company, its products, or the kind of work involved. Remember that a prospective employer has more to decide than whether or not the applicant will fit in with his firm; he must decide who will fit the job best.

YOU MUST STAND OUT FROM THE REST. This fact alone should be enough to convince you that you must be "on your toes" and sell yourself every minute of the time you spend with a prospective employer. Remember that you are not only competing with other applicants, but you are also competing with the standards of quality that every firm establishes.

COOPERATING WITH OTHER GROUPS OR AGENCIES

The development of cooperative occupational experience programs in vocational agriculture demands the close cooperation of prospective employees, state and national trade associations, organized labor and govermental agencies. It is especially important to have the cooperation of the various vocational education services.

Cooperating with Employers and Their Organizations

Most employers and the trade associations with which they are affiliated are anxious to secure better trained workers. They can be of great assistance in helping initiate and guide programs that include cooperative occupational experience. The teacher-coordinator should make every effort to inform employers of the program and solicite their help and cooperation. Without the cooperation of employers, one cannot expect to secure adequate training stations. Also, if employers have been involved in the program and have cooperated with the school, the possibility of their placing students in permanent positions when they have completed the course is greatly enhanced.

Organized Labor

Many of the students may be placed in training stations that have organized unions. In some cases, students may become members of unions and substitute in part the training and experience received in school for apprenticeship. The vocational agriculture teacher-coordinator should be familiar with the various unions in the community and the requirements for admission into the relevant unions. It is imperative that the cooperation of the unions be secured if students are to be placed in training stations with organized unions or if students are to be permanently employed in occupations which are unionized.

Governmental Agencies

Numerous governmental agencies have an effect upon cooperative occupational experience programs. For instance, some are concerned with employment of young workers, wages, hours, and factors affecting working conditions. Some occupations require licenses and care must be taken to insure that student learners or graduates of the program will qualify for licensing. Cooperation with the Employment Security Agency can be very beneficial. This agency can be of help in securing permanent positions for graduates, in testing and counseling students, and in giving guidance and direction to the program.

Other Vocational Education Services

There is a great need for vocational educators in agriculture to utilize the experience of other vocational services, and to develop new ways of cooperation for the benefit of everyone. Opportunities for cooperation between vocational agriculture departments and other vocational services are numerous. Each school situation will determine those activities in which cooperation among services is feasible. The following list will provide an indication of activities which can involve cooperation between the vocational services.

1. Planning, conducting, and utilizing community surveys
2. Planning long range course offerings
3. Selecting students
4. Locating training stations
5. Securing and working with consulting committee members
6. Teaching specialized subject matter
7. Coordinating on-the-job instruction
8. Determining student grades
9. Issuing student certificates of completion
10. Issuing certificates for recognition of the contribution of employers
11. Planning and conducting employer-employee banquets.

This list is only an indication of the numerous areas in which cooperation among the services is possible. Cooperation will save time and duplication of effort as well as provide a stronger program by involving broader participation in the planning and conducting of individual programs. Since most of the cooperative occupational experience programs in agriculture will be developed in schools served by other vocational services, the need for an understanding of their purposes as well as formulating definite plans and procedures for achieving common goals is imperative.

DEVELOPING TRAINING PLANS

The employment of a student in a job does not necessarily insure that the student will receive training and that the experience will be educational in nature. A desirable cooperative occupational experience program consists of deliberate efforts to prepare a student for job competence. It includes a direct progression of jobs, experiences, operations, or processes. The vocational agriculture teacher-coordinator has the responsibility to see that the work accomplished by students placed in cooperative occupational experience is educational in nature and not mere work experience. To insure that the student's on-the-job experience will be truly educational, a training plan must be developed.

The training plan consists of a listing of the activities in which the student should be engaged while working at the training station. Opposite this there should be a listing of the subject matter that should be dealt with in the related instruction at school. Space is provided so that a record of progress can be kept of the on-the-job experiences and a grade or completion mark can be recorded for the related instruction. All activities considered essential to the occupational training should be included in the training plan.

Purpose and value of training plans

The primary purpose in developing a training plan is to determine in advance what activities the student is to participate in while on the job. This then serves as a guide to those involved in the training to see that these experiences are provided. The vocational agriculture teacher-coordinator and employer should refer to the training plan frequently making certain that the student-learner is receiving the experiences previously agreed upon.

The training plan also is valuable to the teacher-coordinator. It enables him to understand job requirements and specifications, to determine the value of a training station, to help select students for specific occupations, and to compare the proposed on-the-job experiences with those actually being practiced.

Through the training plan the student knows what will be expected of him. He can then better understand the objectives and scope of his chosen occupation.

Training plans remind employers of the breadth and depth of training that is to be provided the students. It is also most valuable to an employer to know what related instruction is being provided at the school.

Developing Individual Training Plans

A training plan should be developed for each student placed in cooperative occupational experience. This plan should be based upon the ability of the student, the type of occupation, the conditions at the training station, and the length of the occupational experience period.

Training plans should be developed cooperatively between the teacher-coordinator and the employer. In some cases, experience may be gained by students in occupations which are not completely familiar to the teacher-coordinator. The necessary information should be obtained through personal interviews with the employer or the person responsible for the on-the-job instruction. When developing training plans, the following procedures should be kept in mind:

1. Thoroughly explain the need and value of training plans before involving the employer in their development.

2. Let the employer look at samples of training plans which have been completed.

3. Do not expect the employer to prepare the actual plan. The teacher-coordinator should assume the responsibility for the preparation of the final plan after suggestions and recommendations have been made by the employer.

Sample Training Plan

On the following page is an example of one part of a training plan developed for a student training to be a landscape gardner.

SAMPLE TRAINING PLAN
Ornamental Horticulture

Part 5 - Establishing a Lawn

On-the-Job Training--What the student-learner should do		Related Instruction--What the student-learner should know	
	Progress		Completed or Grade
1. Develop plan for establishing a lawn		1. Steps and procedures in planning for a lawn	
2. Rough grade the area			
3. Test soil		3. Procedures in testing soil	
4. Add topsoil		4. Types and characteristics of top soil	
5. Apply organic matter		5. Types and characteristics of organic matter	
6. Apply fertilizer		6. Types and characteristics of lawn fertilizers	
7. Adjust pH		7. Methods and procedures in adjusting pH of soils	
8. Operate rototiller		8. Characteristics of good seed beds for lawns	
9. Rake to finish grade			
10. Seed grass		10. Methods and procedures in planting a lawn	
11. Plant stolons			
12. Place sod			
13. Water newly established lawns		13. Methods and procedures in watering lawns	

O = observes, S = performed under close supervision

P = performed without close supervision

DEVELOPING TRAINING AGREEMENTS

Since students, employers, parents, school administrators, and teacher-coordinators all have important roles to play to insure that cooperative occupational experience is successful, each should be familar with his responsibilities. These responsibilities can best be understood and agreed upon by developing a written training agreement. This agreement should be completed as soon as the student is placed in the training station.

What to Include

The following items should be included in a training agreement:

1. Name of employer or person in charge of student while working at the training station.
2. Duration of the training period
3. Number of hours to be worked per week
4. Hours of the day occupational experience is to be provided
5. Beginning wage
6. Responsibilities of the student
7. Responsibilities of the parent
8. Responsibilities of the teacher-coordinator and the school
9. Responsibilities of the employer

Sample Training Agreements

A sample training agreement is found on the following page. Another sample of a slightly different nature is located in the Appendix.

An example of a training agreement that also can be very easily adapted to cooperative occupational experience is found in Records of Supervised Occupational Experience and Training in Vocational Agriculture, French-Bray Printing Co. p7.

____________________ High School
Vocational Agriculture Department

TRAINING AGREEMENT*

Student Trainee____Date of Birth____________

Soc. Sec. No.________________Grade______Available Work Hours________________

Occupational Objective______________________Training Period_____mos. or weeks

Training Agency____Date____________________

Address____Telephone No.____________

Department in which Employed___________________________Sponsor_________________

Parent or Guardian____________________________Telephone No.: Res._______Bus.___

Address: Residence____________________________Business________________________

1. THE STUDENT AGREES TO:

__Do an honest day's work, understand that the employer must profit from his labor in order to justify hiring him and providing him with cooperative training experience.
__Do all jobs assigned to the best of his ability.
__Be punctual, dependable and loyal.
__Follow instructions, avoid unsafe acts, and be alert to unsafe conditions.
__Be courteous and considerate of the employer, his family, customers and others.
__Keep the records of cooperative training program and make the reports the teacher and the employer require.
__Be alert to perform unassigned tasks which promote the welfare of the business.

____

2. THE PARENT AGREES TO:

__The cooperative training program in the place of business.
__Allow student to work in the store during hours and days shown in Section 5.
__Provide a method of getting to and from work according to the work schedule.
__Assist in promoting the value of the student's experience by cooperating with the employer and teacher when needed.
__Assume full responsibility for any action or happening pertaining to student trainee from the time he leaves school until he reports to his training station.

____

3. THE TEACHER, IN BEHALF OF THE SCHOOL AGREES TO:

__Give systematic instruction at the school enabling the student to better understand and carry out his duties and responsibilities in the training station.
__Visit the student on the job for the purpose of supervising him to insure that he gets the most out of his cooperative training experience.
__Work with the employer, student, and parents to provide the best possible training for the student.
__Use discretion on the time and circumstances chosen for visits.
__

____

---

* Adapted from the 1965 Workshop Report of The Agricultural Occupations Institute held at Oklahoma State University.

Continued from preceding page

4. THE EMPLOYER AGREES TO:

__Provide the student with opportunities to learn how to do well many jobs in the business.
__Assign the student new responsibilities only when he is judged able to handle them.
__Train the student, when and where possible, in the ways which he has found desirable in doing his work.
__Assist the teacher on making an honest appraisal of the student's performance.
__Avoid subjecting the student to unnecessary hazards.

---

5. ALL PARTIES AGREE TO:

__A period of the cooperative training program which will:

Start in ____________________
(month)

End in ____________________
(month)

__Working hours during the cooperative training program will include:

Days during week____
Hours during week days____________________to____________________
Hours on weekend____________________to____________________

__Discuss misunderstandings or termination of employment before ending employment.
__A beginning wage of ________________ per hour.

We, the undersigned, indicate by the affixing of our signatures that we have read and understand the purpose and intent of this training agreement.

Student____________________ Employer____________________
signature signature

Address____________________ Address____________________

Parent____________________ Teacher____________________
signature signature

Address____________________ Address____________________

COORDINATION

The objectives of coordination in a cooperative occupational experience program is to correlate all the helpful agencies and factors that contribute to the successful training of students. Many people are confused concerning the actual duties of coordination. Some suppose that it only involves the visitation of training stations to see if the student-learners are working. An adequate job at coordination involves many duties. Some of the duties of the teacher-coordinator associated with coordination are:

1. Placement of students in satisfactory jobs
2. Follow-up of trainees after placement
3. Contacts with employers to establish cooperative relationships
4. Assistance in making analysis of various occupations
5. Assistance in developing training plans
6. Conferences with students
7. Contacts with consulting committees
8. Checking student-learner rotation on the job
9. Evaluating student progress
10. Contacts with employers, labor groups and school administrators regarding the functioning of the overall program
11. Relationships with vocational counselors

Coordinator's schedule

The amount of time a teacher-coordinator would devote to the coordination of cooperative occupational experience during the regular school day depends upon many factors. Sufficient time must be allotted during regular school hours for coordination. Since the teacher-coordinator has a vital role in student guidance, at least one period per day should be free for student conferences.

In order that the greatest benefit can be derived from the teacher-coordinator's activities, he should budget his time in such a manner that he will not be apt to overlook or neglect any one of his many duties. The teacher-coordinator can generally utilize his time most efficiently by planning a weekly schedule. This will not only enable him to discharge his duties in a more efficient manner, but will also establish a routine which will enable students, parents, school officials, teachers, and employers to contact him with a minimum of delay.

It is realized that the schedule will vary according to the time of year. For instance, at the beginning of the school year most of the time will be consumed conferring with employers, committee members, students and parents. Whereas, at the close of the year much more time will be spent at school completing student grades, records and reports.

Visiting Students at the Training Station

Periodic visits to training stations are necessary for the operation of an efficient program. They are valuable in correlating classroom instruction with on-the-job training, in making comparisons between actual work accomplished with the training plan content, and in evaluating student progress on the job.

Since each training situation differs, it is not practical to specify an exact number of visits to each training establishment. It is necessary to make more frequent visits some place of employment than to others. On the average, however, the teacher-coordinator should visit each training station every seven to ten days.

Following is a list of information to gather when a coordinator makes a supervisory visit.

1. Is the employer satisfied with the student?
2. What is the student's attitude toward his job, employer, fellow workers?
3. Is the student's progress in accord with the training plan?
4. Is adequate instruction being given on the job?
5. Is the student satisfied with his training?
6. What related instruction is urgently needed?

When supervising the student at the training station, the teacher-coordinator will undoubtedly be confronted with problems. Most of the problems arise due to a misunderstanding of the student's or employer's responsibilities. The coordinator can not eliminate the possibility of problems arising but he can reduce their numbers by making sure those concerned understand the objectives and procedures of the program.

The following is a list of difficulties which may arise:

1. The employer expects too much of a beginner.
2. Student-learners may claim the rate of pay is too low for work being performed.
3. Student-learners do not know what their duties or responsibilities are.
4. The students have friends visit them while on the job; thus, causing inattention to business.
5. The employer fails to provide adequate training.
6. The employer expects work from the student at irregular hours.

When supervising students, it is appropriate that the employer be made aware of the visit. It is a simple courtesy to clear the visit through the person in charge. If the employer wishes to discuss something personal about the student, it is best to hold the conference away from the student's work area.

The following is a list of "Do's" and "Don'ts" to follow when visiting training stations.

DO

1. Be alert. Observe what is going on without appearing to "snoop."
2. Be friendly with everyone without fraternizing.
3. Show an interest in the work in progress. Be curious and ask questions if the opportunity presents itself.
4. Make notes on items which may be used for a conference with the student or for study assignments.
5. Be quick to sense the employer's desire to terminate a conference.

DON'T

1. Don't call attention to errors, bad practices, unsafe conditions, and the like while visiting the student. Do so in private conference.
2. Don't try to demonstrate to a student how to do a job to which he is assigned.
3. Don't pose as an expert or authority on any matter concerning the work going on.
4. Don't request a conference with the employer when he is obviously too busy.
5. Don't engage in so-called "friendly" arguments on controversial questions.
6. Don't interrupt or interfere with the student's work.
7. Don't permit a visit to degenerate into a "bull" session with the employer or employees.
8. Don't appear to be loafing or just "passing the time of day."
9. Don't handle tools, machines, or equipment unless invited to do so.

Visitation Record

It is impossible to remember all the things observed while visiting students without recording them. This can be accomplished by recording specific points in a "little black book" or better yet by constructing a visitation record sheet. A visitation record sheet has the advantage that it can be placed in the students folder kept by the teacher-coordinator. This sheet should be filled out immediately after making the visit. If at all possible, avoid making written comments during the actual visit. An example of a teacher-coordinator's visitation record sheet is found on the following page.

__________________High School
Vocational Agriculture Department

TEACHER-COORDINATOR'S VISITATION RECORD

Training Station______________________________Official Contact_____

Student____

Date_________________________________Time of Visit___________

Points to Observe	Comments
1. Conditions of the establishment	
2. Attitude of workers toward teacher-coordinator and trainee	
3. Specific operations in which trainee is engaged	
4. Immediate related subject matter needed	
5. Personal appearance of the trainee	
6. Apparent interest of trainee in work	
7. Apparent interest of employer in trainee	
8. On-the-job instruction being given	
9. Other Comments	

EVALUATION OF STUDENT PROGRESS

Evaluation of student progress is the joint responsibility of the teacher-coordinator and the employer. Since the on-the-job experience of students enrolled in cooperative occupational programs is a definite part of the total program, a means should be developed enabling the employer to rate the student-learner. The teacher-coordinator should have little trouble in determining the progress made by students in the related instruction at school; however, the rating of the on-the-job performance should involve the employer.

To help measure a student's progress on the job, it will be necessary to devise a rating form. In most instances, employers have had no experience in completing ratings of this type. They are not familar with the grading system used at school and therefore the form should be constructed so that the employer can easily understand it. Forms constructed enabling the employer to check selected traits or characteristics are the most accurate. It should be pointed out here that employers are frequently prone to rate students higher than their actual progress warrants. The teacher-coordinator should reconcile his own rating of the student for the purpose of arriving at an equitable grade consistent with local school policy.

There is no prescribed method for distributing and collecting rating forms. However, there is a definite advantage in taking the chart to the employer in person and, if possible, having him make his rating while the coordinator is present. This affords an opportunity for the two to discuss the strong and weak points of the student.

The sample rating form on the following page gives an indication of the way a form of this type can be constructed and the various items that may be used. Two forms constructed in a different manner are included in the Appendix. The teacher-coordinator should select those characteristics that are most applicable to his situation and then construct a rating form which is designed for the type of program he has in operation. A teacher-coordinator may get valuable advice from the consulting committee or from one of the employers in the formulation of a good rating scale.

________________________High School
Vocational Agriculture Department

Trainee________________Date________

Training Station____________________

EVALUATION__________________________

EMPLOYER-TEACHER EVALUATION*

Instructions: Please rate the trainee on each of the competencies (abilities) listed below. Rate by placing a check mark in the appropriate column to the right of each item. Use the following key for ratings.

x -- No chance to observe
1 -- Below average
2 -- Average
3 -- Above average
4 -- Excellent
5 -- Superior

GENERAL COMPETENCIES (Abilities)	x	1	2	3	4	5
Accepts and carries out responsibilities						
Attitude toward work; use of work time						
Adaptability; ability to work under pressure						
Speed and accuracy of work						
Attentiveness to work being done						
Promptness in reporting for work						
Care of work space						
Care of materials and equipment						
Observing, imagination						
Attitude toward customers						
Attitude toward fellow workers, supervisors						
Personal appearance, grooming, fitness						
Initative						
Enthusiasm						
Cheerfulness, friendliness						
Courtesy, tact, diplomacy, manners						
Helpfulness						
Honesty, fairness, loyalty						
Maturity, poise, self-confidence						
Patience, self-control						
Sense of humor						
Selling ability, personality for selling						
Total						

---

* Adapted from the material for conducting pilot programs in Kentucky.

Continued from preceding page

JOB SKILLS	x	1	2	3	4	5
Knowledge of merchandise						
Mathematical ability						
Penmanship						
Speech, ability to convey ideas						
Stockkeeping ability, orderliness						
Use of good English						
Desire to serve farm people						
Like people, not afraid of people						
Fill orders						
Check incoming freight						
Mark merchandise for sale						
Use adding machine						
Writing sales slips						
Making sales						
TOTAL						

Rating for liabilities:

x -- No opportunity to observe
1 -- Not noticeable
2 -- Seldom noticed
3 -- Frequently noticed
4 -- Highly noticed
5 -- Pronounced

LIABILITIES	x	1	2	3	4	5
Annoying mannerisms						
Familiarity						
Making excuses						
Tendency to argue						
Tendency to bluff or "know it all"						
Tendency to complain						
TOTAL						

PLEASE FEEL FREE TO WRITE COMMENTS BELOW

Evaluated by________________________

Position__________________________

INSTRUCTOR AND STUDENT RECORDS

Certain records are essential for any sound educational program. The need for the maintenance of adequate records is especially important in cooperative occupational experience programs. It is also important that a reporting system be developed that will keep local and state officials appraised of the program accomplishments.

Instructor Records

It is recommended that the teacher-coordinator keep the following records:

1. A permanent record for each student enrolled. See the example on pages 90 and 91 .
2. Employers' ratings of students
3. Visitation reports
4. Copies of individual training plan
5. Copies of individual training agreement
6. Completed student records
7. Evaluation forms

Student Records

It is essential for students to keep a record of hours worked and wages earned. The publication entitled Records of Supervised Occupational Experience and Training in Vocational Agriculture published by the French-Bray Printing Company is designed so that it is applicable to students enrolled in cooperative occupational experience programs. Some teacher-coordinators may wish to construct their own individual record system. This would include a form for the weekly record of the students' activities and a form which records the hours worked and wages received by students during the training period. An example of a weekly student record form is found on page 92 . An example of the student record of hours worked and wages received for the entire training period is found on page 93 .

____________________ High School
Vocational Agriculture Department

RECORD IN VOCATIONAL AGRICULTURE*
(Training in Off-Farm Agricultural Occupations)

Name____
Last First Middle

Year (entering training)_____ Age then_____ Date of birth_____ Address______________________

Parent or Guardian____________________ Size of Family_______ Owner/ Renter________ Acres in Farm________ Distance from school__________________

Farming Programs Completed in Vocational Agriculture

First Year, 19__ Second Year, 19__ Third Year, 19__

Total labor earnings $_______ $__________ $__________

School Record

A. Subjects taken: Indicate by asterisk (*) subjects taken after enrolling in courses in agricultural occupations.

Freshman

Subject	C	GR

Days absent________

Sophomore

Subject	C	GR

Days absent______

Junior

Subject	C	GR

Days absent________

Senior

Subject	C	GR

Days absent________

---

* Adapted from the material for conducting pilot programs in off-farm agriculture in Kentucky.

Continued from preceding page

B. Scores on Regular School Test

1. IQ - - - - - ____________
2. Reading - - -____________
3. ____________ ____________
4. ____________ ____________
5. ____________ ____________
6. ____________ ____________
7. ____________ ____________

C. Departmental Evaluations in Agricultural Occupations

AREA	At Beginning of Training Program		At End of Training Program	
	Date	Score or Evaluation	Date	Score or Evaluation
1. Employer Evaluation				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

Placement for Training

Year	Name & Address of Firm	Name of Supervisor	Total Hrs. Worked	Salary	Evaluation of Performance

Record After Leaving School

Year	Firm Employed by, Address	Job in Firm	Continued Education	Evaluation
19___				
19___				
19___				
19___				
19___				

_____________________ High School
Vocational Agriculture Department

WEEKLY ON-THE-JOB EXPERIENCE RECORD

Student____Week # __________________

Occupation____Employer______________________

Work Schedule

	M	T	W	Th	F	S
From						
To						

DATE (mo. and day)	TOTAL HOURS		TYPE OF WORK DONE	ON-THE-JOB Instruction Received
	Hours	Min.		
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				
Saturday				
Total hours worked this week			Total hours worked to date________________ Total salary this week $__________________ Total salary to date $___________________	

COMMENTS:____

____

____

____

____

____________________ High School
Vocational Agriculture Department

RECORD OF EARNINGS AND HOURS EMPLOYED*

______________________________ Student

______________________________ School

______________________________ Agricultural Occupation

______________________________ Training Station

______________________________ Person Responsible for Training

______________________________ Length of Training Period (Weeks)

HOURS:	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.
In School						
Training Center						

Beginning Wages: $________ per hour

Week and Mon. Date	Hours Employed	Rate Per Hour	Total Wages	Week and Mon. Date	Hours Employed	Rate Per Hour	Total Wages	Week and Mon. Date	Hours Employed
				S A M	P L E				

NOTE: This form should be attached to the student's copy of the training plan and should be filled out at the end of each week.

---

* Adapted from the Colorado Handbook for Developing and Operating Agricultural Occupations Programs

FOLLOW-UP OF STUDENTS UPON GRADUATION

Schools providing cooperative occupational experience programs should maintain an organized system of "following-up" students after graduation. This would include such activities as helping students locate permanent positions, keeping a record of students employment, and other pertinent information on all former students. One of the most important ways to evaluate the success of a vocational program is to determine the number of students who have entered the field of work for which they have been trained.

One of the easiest ways to maintain a record of former students is to construct a Follow-up Report. This form can become a part of the permanent record of each student. Many times the teacher-coordinator will be asked to give a recommendation for a student who was enrolled in the program. The Follow-up Report enables the teacher-coordinator to give a much more accurate recommendation than if he had to rely on his memory alone.

An example of a Follow-up Report is found on pages 96 and 97.

____________________ High School
Vocational Agriculture Department

FOLLOW-UP REPORT*

Name____
Last First Middle

Year (Entered Vo.Ag.)_____Date of Birth______________Place of Birth_____________

Address__________________________Parents or Guardian__________________________

Size of Farm__________Owner/Renter__________Direction and Distance from School________________

Brother or Sister____________________________Address________________Ph._______

Uncle or Aunt_______________________________Address________________Ph._______

Close Friend (same age or older)______________Address________________Ph._______

Photo

Record of Vocational Agriculture Training

School Year	Name of Enterprise or Job Title	Scope	Hours of Labor	Total Receipts	Total Expenses	Profit or Loss or Payment for Labor	Leadership Activities	Responsibility or Participation	Scope Number Amount

---

* Adapted from the 1965 Workshop REport of the Agriculture Occupations Institute held at Oklahoma State University.

Continued from preceding page

Year	Earnings from Supervised Farm Training	Earnings from Other Supervised Training	Total Earnings from Supervised Training Programs	Investment in Farming Jan. 1	Net Worth Jan.1
New Student 19___19___					
Freshman 19___19___					
Sophomore 19___19___					
Junior 19___19___					
Senior 19___19___					

Record After Leaving High School

Year	Occupation	Type of Job	Continued Education			Leadership Activities	Responsibilities or Participation	Scope Amount Number
			Adult or Young Farmer	College Field	Other			

EVALUATION OF COOPERATIVE OCCUPATIONAL EXPERIENCE

All sound educational programs should be evaluated periodically. This will help determine whether or not the objectives of the program are being met and will also service as a basis for making adjustments in the program.

Who to Involve

Evaluation of cooperative occupational experience should involve those affected by the program. The following list indicates some of the personnel that should be involved in evaluating the program:

1. Present students. (See the sample appraisal form on page 100.)
2. Former students. (See the sample appraisal form on page 102.)
3. Employers. (See the sample appraisal form on page 104.)
4. Consulting committee members
5. School administrators
6. Local business men
7. State Vocational Supervisors

Items to Consider

The evaluation of cooperative occupation experience should include items considered in the evaluation of any educational program. The following specific questions can be asked to help the teacher-coordinator decide how successful his efforts have been:

1. Has a written local policy statement been developed to help administer the program?
2. Does the consulting committee meet regularly and make concrete contributions to the program?
3. Has a survey of the appropriate agricultural businesses and industries been conducted?

4. Have systematic and comprehensive efforts been made to promote the program to students, school personnel, and the public?

5. Has there been a well-planned and systematic method utilized in selecting training stations?

6. Has a definite plan for screening and selecting students that conforms to local school policy, satisfies cooperating employers and meets students needs been utilized?

7. Has a concerted effort been exerted by the teacher-coordinator to insure that the interest of both the student and the employer are considered when a student is placed for employment in a training station?

8. Has a written training plan which lists the learning activities the student should engage in at the training station been developed and has it served as a guide to the employer in offering on-the-job instruction and to the teacher-coordinator in planning and teaching related instruction?

9. Has a written agreement between the school and the employer been developed and does it list the specific responsibilities of the parties or individuals involved?

10. Have adequate and appropriate facilities and equipment been available?

11. Has sufficient instructional material been provided the teacher-coordinator and has reference material related to the occupations in which students are being trained been provided?

12. Has the teacher-coordinator used an organized and systematic plan for visiting students at their training stations?

13. Have employers provided the students with adequate instruction and supervision?

14. Have adequate records and reports been maintained?

15. Has achievement in both the classroom and on the job been considered in evaluating the students?

16. Has the school maintained an organized system for following-up students after graduation?

____________________ High School
Vocational Agriculture Department

STUDENT APPRAISAL*

Your name______________________________Age_____Sex_____Grade_____Date__________

1. List the firm and occupation in which you received on-the-job training.

	Name of Firm	Occupation	Months of Service
a.			
b.			
c.			
d.			

2. What are your plans for next year? (check one)
   - a. High School_______________
   - b. Trade School_______________
   - c. College_______________
   - d. Employment_______________
   - e. Farming_______________
   - f. Others (list)_______________

3. How valuable was the on-the-job training to you? Very valuable__________ Some value_________ Little value_________. How could it be improved?______
____

4. How valuable [illegible] your related classroom instruction to the work you did? Very valuable______Some value______Little value______. How could it be improved?____

5. How important was the opportunity to earn money while you were still in school? Very important______Some importance______ Not important_______.

6. How could the on-the-job training have been made more valuable to you?______
____

7. What topics covered in the related classroom instruction helped you the most?
____

8. What non-agricultural school subjects were of most benefit to you? _________
____

9. Did you receive enough assistance from your teacher-coordinator? Yes______ No______. How could he have helped more?____________________________

10. Did you receive enough assistance from your on-the-job employer-instructor? Yes_____ No ____. How could he have helped more?__________________________
____

---

* Adapted from the Colorado Handbook for Developing and Operating Agricultural Occupations Programs.

Continued from preceding page

11. Could your other teachers at school have helped you prepare for the job or jobs in which you were employed? Yes_____ No_____ If yes, explain.________

____

____

12. Would you have continued high school without participating in this program? Yes_____ Probably_____ Probably not_____ No _____.

13. For which students would you recommend this program?

All students____________
College bound___________
Non-college bound________
Undecided students_______________
Possible dropouts_________________
Others (list)______________________

14. How would you recommend that students be selected for this program?

15. What changes would you make in the overall agricultural occupations program?

16. List ways the agricultural occupations training program has benefited you.

a.____
b.____
c.____
d.____
e.____
f.____

17. In what ways do you feel that agricultural occupations training program may help you in the future?

a.____
b.____
c.____
d.____
e.____
f.____

____________________ High School
Vocational Agriculture Department

FORMER STUDENT APPRAISAL*

Name____Date______________________

1. List the occupations in which you received training during your participation in the agricultural occupations program.

Name of Occupation	Name of Firm	Duration of On-the-Job Instruction (months)

2. List the jobs you have held since graduation from high school. (Include months of military service and unemployment)

Job Title	Name of Firm	Length of time (months)

3. Did agricultural occupational training help you to obtain a position or advance in any of the items listed below? Yes___No___ If yes, check those that apply.

( ) a full-time job
( ) a military service rating
( ) a part-time job
( ) further education

4. Did your agricultural occupations training help you in any of the educational advancements listed below? Yes___ No___ If yes, check those that apply.

( ) high school
( ) junior college
( ) other (specify____
( ) trade school
( ) four-year college

5. Please rate your agricultural occupations on-the-job training experience:

	Excellent	Very Good	Good	Fair	Poor
a. On-the Job supervision					
b. Help received from on-the-job instruction					
c. Help received from other employees					
d. Variety of job experiences					
e. Opportunity for advancement					
f. Wages					
g. Working conditions					

---

* Adapted from the Colorado Handbook for Developing and Operating Agricultural Occupations Programs.

Continued from preceding page

6. Please rate the value of your classroom-related instruction:

	Excellent	Very Good	Good	Fair	Poor
a. Value of textbook work					
b. Value of coordinator's counseling					
c. Value of other teachers' counseling					
d. Value of films					
e. Value of field trips					
f. Value of guest speakers					
g. Value of resource material					

7. Did on-the-job training interfer with other school activities? Yes___ No___
If yes, designate activities.

☐ Athletics
☐ Dramatics
☐ Other ______________________________
☐ Music
☐ FFA

8. Would you recommend this type of agricultural occupations training to others?
Yes____ No____ No opinion____.

9. Are you now employed in the occupation for which you were trained? Yes___No___
If no, give your main reason for changing occupations. (check only one)

☐ No job available in my occupational field
☐ Developed new interest
☐ Disliked job
☐ Advanced to another level
☐ Never intended to work in they agri-related occupation
☐ Earn more money elsewhere
☐ Other reason (explain)______________________________
____

10. Please write any comments which you feel would help improve the agricultural occupations training program. ______________________________
____
____
____
____
____
____
____
____

____________________ High School
Vocational Agriculture Department

EMPLOYER APPRAISAL*

Date________________Firm____

Name________________________________Name of Student Trainee________________________

Length of training period given trainee____.
(months)

1. Rate the agricultural occupations program, based on your own association with it. Outstanding_____ Good_____ Average_____ Poor_____

2. What do you believe to be the greatest stength of the agricultural occupations training program?____
____

3. What do you believe to be the greatest weakness of the program?_____________
____

4. Rate the total performance of your trainee in comparison with other beginning workers. Above average_____ Average_____ Below average_____

5. Did you have sufficient school cooperation? Yes_____ No_____.

6. Did you have sufficient contact with the teacher-coordinator? Yes____ No____

7. Do you feel the agricultural occupations program should remain a part of the school program? Yes_____ No_____

8. Do you plan to continue to participate in the agricultural occupations program? Yes_____ No_____

9. Has this program provided the experience you desire of an employee? Yes_____ No _____

10. Has the trainee received sufficient training to be hired full time by your firm if an opening existed? Yes_____ No_____

11. For what level of employment is this trainee now competent?_________________
____
(Job title or description)
____

---

*Adapted from the Colorado Handbook for Developing and Operating Agricultural Occupations Programs.

APPENDIX

APPENDIX A

SAMPLE POLICY STATEMENT

The following policies and procedures are an example of those that could be developed for the off-farm agricultural occupational experience phase of a vocational agriculture program. They were developed for a specific program in a specific community, and therefore they should be reviewed with this in mind.

Vocational Agriculture

OFF-FARM COOPERATIVE OCCUPATIONAL EXPERIENCE

1. Time for on-the-job instruction.
   a. Students will be permitted to work in training stations during regular school hours. Students will be released from classes to work in training stations a maximum of three regular school periods per day.

   b. The time spent in regular school classes and working at the training station will not exceed 40 hours per week.

   c. No students may work more than eight hours in any one given day, school time included.

2. Student age
   a. Students must be 16 years of age to enroll in the program.

   b. Students who will be 16 by the end of the first six weeks period may enroll upon recommendation of the vocational agriculture teacher and approval of the principal.

3. Student Selection
   a. Final selection of students will be made by the vocational agriculture teacher.

   b. Students must have completed one year of vocational agriculture prior to enrolling in off-farm occupational experience.

   c. Exception to the above policy will be made upon recommendation of the vocational agriculture teacher and approval of the principal.

d. All students interested in enrolling must complete all forms and tests as required by the guidance counselor and vocational-agriculture teacher.

4. Student Wages

   a. All students enrolled in the program must receive compensation for their work while at the training stations.

   b. The minimum wage any student may receive will be 65¢ per hour.

   c. Students employed in occupations controlled by minimum wage laws must receive 75 percent of the federal minimum wage.

   d. All students employed in firms covered by minimum wage laws must complete student-learner certificates.

5. Length of On-The-Job Instruction

   a. All students must complete 350 hours of on-the-job instruction.

   b. The length of the on-the-job instruction period shall be at least six months in duration.

6. Student Safety and Liability

   a. All students enrolled in the program will be required to purchase school insurance.

   b. Students are responsible for providing their own travel to the training station.

   c. Training stations will be selected so as to provide maximum safety of the students.

   d. All students will be covered by workmen's compensation and disability insurance.

7. Training Plans and Agreements

   a. An individual training plan will be developed cooperatively by the teacher and the person responsible for training each student.

b. Training plans will list the on-the-job experiences to be gained at the training station and the related classroom instruction to be given.

c. A written agreement between the school and the employer, which lists specific responsbilities of the parties or individuals involved, will be developed for each student placed in a training station.

8. Length of Class Instruction

a. A minimum of 55 minutes per day will be provided for related classroom instruction.

9. Content or Related Instruction

a. Instruction applicable to all agricultural occupations will be provided.

b. Instruction applicable to each student's occupation will be provided in individual study or small group procedures.

c. Approximately 50 percent of the classroom instruction will be applicable to the individual student's occupation in which he is engaged.

10. Class Size

a. A separate class will be provided for related instruction when there are five or more students placed in cooperative occupational experience.

b. The maximum number of students to be enrolled in each class will be fifteen.

c. The maximum number of students placed in cooperative occupational experience under the direction of one full-time teacher will be 25.

11. Facilities and Instructional Materials

a. A separate classroom will be provided for offering related classroom instruction.

b. The vocational agriculture teacher-coordinator will be provided a separate office with telephone and adequate files for storage of records and teaching materials.

  c. The school will provide students with individual study guides and other material required in the related classroom instruction.

  d. Students must purchase materials that are required by individual employers and are not required of all the students in the class.

12. Supervision by the Employer

    a. The employer or person designated by him will be responsible for training the student at his firm.

    b. The employer will be responsible for providing the on-the-job experiences listed in the training plan.

    c. The employer will provide the necessary instruction to enable the student to perform the skills indicated on the training plan.

13. Supervision by the Vocational Agriculture Teacher

    a. The vocational agriculture teacher will make periodic visits to the training station to confer with the employer and observe the progress of the student.

    b. The vocational agriculture teacher will work closely with the employer and/or person responsible for the student's training to determine the needed adjustments in the training plan and the related classroom instruction needed by the student.

14. Time and Travel Allowances for the Teacher

    a. The vocational agriculture teacher-coordinator will be provided one-half of each school day for supervision and coordination.

    b. All travel incurred in the performance of the teacher-coordinator's regular duties will be reimbursed at the rate of nine cents per mile.

    c. The teacher-coordinator will be provided the regular school per diem rate for authorized trips outside the school district.

    d. The teacher will file a monthly report, with the high school principal, of travel expenses.

15. Administrative Relationships

    a. The vocational agriculture teacher-coordinator will make all requests to the high school principal. Upon approval by the high school principal, he may confer with the assistant superintendent or superintendent.

    b. On-the-job instructors will report to the vocational agriculture teacher-coordinator.

16. Financing the Program

    a. The school district will provide adequate financial support to the program.

    b. The following will be budgeted annually for this phase of the program:

Books and references	$ 200.00
Equipment	500.00
Supplies	150.00
Teacher-coordinator's travel	300.00
Miscellaneous costs	100.00

17. Consulting Committee

    a. A consulting committee will be organized for the off-farm agricultural occupations program.

    b. The consulting committee will be equally representated by management and labor.

    c. The committee will coordinate their activities with the vocational consulting committee.

18. Community Survey

    a. A comprehensive survey of the agricultural firms and businesses in the community will be conducted every three years.

    b. The vocational agriculture teacher-coordinator will conduct annual surveys to locate new training stations.

19. Promotion

    a. Planned and continuous efforts will be made to promote the program to students, school personnel, employers and the public.

b. The vocational agriculture teacher-coordinator will have the main responsibility for promotion of the program.

20. Selection of Training Stations

a. A well-planned and systematic method of selecting training station will be employed.

b. The vocational agriculture teacher-coordinator will have the responsibility for locating and selecting training stations.

21. Placement of Students in Training Stations

a. A concerted effort will be exerted by the vocational agricultural teacher-coordinator to insure that the interest of both students and employers is considered when a student is placed for employment in a training station.

b. Employers will interview students before placement.

22. School Credit for On-The-Job Experience

a. Students may earn a maximum of three units of credit toward graduation depending upon the extent and duration of the on-the-job experience.

b. Achievement and progress on both related classroom work and on-the-job experiences will be considered when grading students.

23. Records and Reports

a. In addition to the regular school records and reports, the vocational agriculture teacher-coordinator will maintain the following:

---Reports of supervisory visits to training stations.

---Placement records of former students.

---Individual students' earnings and hours worked while enrolled in the program.

---Individual training plans and agreements.

24. Student Follow-Up After Graduation

   a. The school will maintain an organized system of following up students upon graduation from this program.

   b. The vocational agriculture teacher-coordinator in cooperation with the guidance counselor will assume the responsibility for following up students.

25. Program Evaluation

   a. A comprehensive evaluation of the off-farm agricultural occupational experience program will be conducted every three years.

APPENDIX B

______________________ High School
Vocational Agriculture Department

AGRICULTURAL OCCUPATIONS SURVEY OF JOB OPPORTUNITIES AND TRAINING POSSIBILITIES*

Date__________________________Interviewer____

School____

I. Name of company________________________Town (1)______________________________

Name of person interviewed____

Position in the company (check one) (2)

___1. Owner
___2. Owner-manager
___3. Manager (hired)
___4. Personnel director
___5. Sales Manager
___6. Office Manager

II. Total number of employees (3) (Write in number)___________

III. Main business of the company (check one) (4)

___1. Retail sales only
___2. Wholesale-retail sales
___3. Wholesale sales only
___4. Service only
___5. Sales-service
___6. Purchasing only
___7. Pruchasing-sales
___8. Purchasing-service

IV. Years company has been in business (check one) (5)

___1. 1 - 3 years
___2. 4 - 6 years
___3. 7 - 9 years
___4. 10 - 12 years
___5. 13 - 15 years
___6. Over 15 years

V. Main products sold (or purchased) or major service rendered by the company (check the most appropriate one) (6)

___1. Sales only -- seed - feed - fertilizer - agricultural chemicals

___2. Sales only -- hardware - seed - fertilizer - agricultural chemicals

___3. Sales only -- seed - feed - hardware

___4. Sales and service -- seed - feed - fertilizer - chemicals - custom service

___5. Sales and service -- seed - fertilizer - horticulture plants - trimming - spraying

___6. Sales and service -- tractors - machinery - repair - custom service

___7. Sales and service -- tractors - machinery - repair - hardware - farm supplies

___8. Sales and purchasing -- seed - feed

___9. Sales, service, and purchasing -- seed - feed - seed cleaning - hardware

---

*Adapted from the material for conducting pilot programs in off-farm agricultural occupations in Kentucky.

Continued from preceding page

VI. Information on present jobs in the company - Job opportunities - Source of employees

INSTRUCTIONS: Use lines A and B for jobs requiring college degree; lines C and D for jobs requiring some college plus some special or technical education; lines E, F, G, and H for jobs requiring a high school education; and line I for jobs requiring eighth-grade education or less.

Information on Present Jobs

	Title of Job	Educational Requirements for Job Entry	Number of Employees	Level of Employment	Educational and Agricultural Background	Number of Job Opportunities (openings) Last Two Years	Number of Job Opportunities (openings) Next Two Years	Source of Employees
	(7)	(8)	(9)	(10)	(11)	(12)	(13)	(14)
A.		6						
B.		6						
C.								
D.								
E.		3						
F.		3						
G.		3						
H.		3						
I.		2						

8. Code for Educational Requirements for Job Entry

1. None
2. Eighth grade
3. High school diploma
4. Technical or special education
5. Some college
6. College degree
7. Other

10. Code of Level of Employment

1. Professional
2. Technical
3. Proprietors and managers
4. Sales
5. Clerical
6. Skilled
7. Semi-skilled
8. Unskilled

11. Code of Educational and Agricultural Background

1. Farm background
2. High school graduate
3. HS graduate with vo-ag training
4. College graduate of agriculture
5. High school and college graduate in agriculture
6. Farm-reared and college graduate in agriculture
7. College graduate in agriculture and professional experience in agriculture

14. Code of Source of Employees

1. State employment service
2. College employment service
3. Contacting teacher of agriculture
4. Contacting county agent
5. Contacting high school principal
6. Advertising in newspaper
7. Recommendation of friend
8. Recommendation of present employee
9. Other

Continued from preceding page

VII. Extent employer of the business is willing to participate in a cooperative-training program for certain jobs in the firm.

		Number of Agriculture Students Willing to Help Train	
	Title of Job	196__ - 6__	196__ - 6__
A.	- Omit - (6)		
B.	- Omit - (6)		
C.	(4 or 5)		
D.	(4 or 5)		
E.	(3)		
F.	(3)		
G.	(3)		
H.	(3)		
I.	- Omit - (2)		

APPENDIX C

____________________ High School
Vocational Agriculture Department

COOPERATOR INTERVIEW FORM*

Name of Business______________________________

Address______________________________Phone Number______________

Type of Business______________________________

Manager's or Owner's Name______________________________

Type of jobs involved in conducting the business

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________

Training areas in which the student could be involved while employed

1. ______________________________
2. ______________________________
3. ______________________________
4. ______________________________
5. ______________________________
6. ______________________________
7. ______________________________
8. ______________________________

---

* Adapted from the Workshop Report for Preparing Students for Non-Farm Agricultural Occupations - Ohio State University.

Continued from preceding page

Number of students that could be placed in a cooperative training program

	Title of Job	Number of Agriculture Students You are Willing to Help Train	
		196__-196__	196__-196__
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			

Job opportunities for high school graduates trained in agriculture

	Title of Job	Number of Job Openings		
		Last Year	This Year	Next Two Years
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

APPENDIX D

____________________ High School
Vocational Agriculture Department

APPLICATION FOR TRAINING IN AN AGRICULTURAL OCCUPATION*

Date____________________

Name________________________________Address_______________________Age________

Name of father______________________________________Occupation______________

If occupation is farming, size of farm____________. Owner-renter______________
(acres)

Years of vocational agriculture completed, including present semester__________

Present farming program in vocational agriculture____________________________

____

List farm equipment you can operate____

____

What are you interested in doing after you complete high school (farming, attending college, working in agri-business, working in a city)?______________

____

I hereby apply for training in an agricultural occupation other than farming during my last year in high school. I understand that the training program includes, in addition to the classroom work, a minimum of 100 hours of work experience in a retail farm business which sells or renders service to farmers.

Signed________________________________
(Student)

Parent Approval for Training

I approve of my son's receiving training in his last year of high school, in an agricultural occupation other than farming. I understand that his training, in addition to his classroom work, will include placement for work experience in a retail farm business.

Signed________________________________
(Parent)

---

* Adapted from the material for conducting pilot programs in off-farm agricultural occupations in Kentucky.

APPENDIX E

________________________High School

Vocational Agriculture Department

Name________________________

Date________________________

Score________________________

SELF-ANALYSIS OF INTEREST IN SALES WORK*

Which of these statements describes you? If the answer is "yes," draw a circle around the "Y." If the answer is "no," draw a circle around the "N." It is in your own interest to be as fair and accurate as possible in your answers.

1. I'd rather deal with things than with people............Y N
2. I think mathematics is a very interesting subject........Y N
3. I like talking to strangers..............................Y N
4. I dislike group activities...............................Y N
5. People find it easy to approach me.......................Y N
6. I would like to do research in science...................Y N
7. I'd enjoy raising money for a worthy cause...............Y N
8. I prefer to be by myself.................................Y N
9. I've more than average desire to own things..............Y N
10. I would like to design farm implements...................Y N
11. I would like to attend conventions.......................Y N
12. I've more than average mechanical ingenuity..............Y N

---

*Adapted from the material for conducting pilot programs in off-farm agricultural occupations in Kentucky.

13. I dislike people who borrow things........................Y N

14. I would like to be a mechanical engineer.................Y N

15. I like people of all nationalities in my community........Y N

16. I'd like to work a 40-hour week..........................Y N

17. I would enjoy making speeches............................Y N

18. I'd like to be head of a research department.............Y N

19. I like to keep meeting new people........................Y N

20. I enjoy bargaining when I'm buying something.............Y N

21. I'd like to develop some new scientific theories..........Y N

22. I'd like a straight salary in my life work...............Y N

23. I prefer only a few really intimate friends..............Y N

24. I'm better than average at judging values................Y N

25. I like to get other people's viewpoints..................Y N

KEY FOR SELF-EVALUATION IN SALES WORK

Your answers indicate interests or characteristics favorable to success in sales work. To find your total score, add up the number of your answers that agree with those below. If your score is 16 or above, your chances of success in the selling field are favorable. A score below 16 indicates that you probably would have better chances of success in some other field.

1. _____ N
2. _____ N
3. Y _____
4. _____ N
5. Y _____
6. _____ N
7. Y _____
8. _____ N
9. Y _____
10. _____ N
11. Y _____
12. _____ N
13. Y _____
14. _____ N
15. Y _____
16. _____ N
17. Y _____
18. _____ N
19. Y _____

20. Y ____

21. ____ N

22. ____ N

23. ____ N

24. Y ____

25. Y ____

APPENDIX F

STANDARDS AND PROVISIONS FOR STUDENT-LEARNER CERTIFICATES*

The following section is taken from the information guide and instructions for completing applications for student-learner certificates and from title 29, part 520-Employment of Student-Learners.

Under regulations established pursuant to both the Fair Labor Standards Act and the Walsh-Healey Public Contracts Act, student-learners may be employed at wages below the minimum wages established under those acts, in accordance with certificates issued by the Wage and Hour and Public Contracts Divisions of the U. S. Department of Labor. The employment of student-learners at special minimum wages is subject to Regulations, part 520, issued under authority of section 14 of the Fair Labor Standards Act. Section 50-201.1102 of the general regulations under the Walsh-Healey Public Contracts Act recognizes the standards and procedures of Regulations, part 520, as applicable to the issuance of certificates permitting employment of student-learners at special minimum wages in the performance of government contracts.

1. Coverage

The Fair Labor Standards Act applies to all employees (including student-learners) engaged in interstate commerce or in the production of goods for interstate commerce, including any closely related process or occupation directly essential to such production, unless specifically exempt by some provisions of the act. The act also applies to employees (including student-learners) who are not themselves engaged in or producing goods for commerce but who are employed in certain large enterprises engaged in commerce or in the production of goods for commerce. Popularly known as the Federal Wage and Hour Law, this act establishes minimum wage, child-labor, and maximum hours and overtime standards for employment subject to its provisions.

---

*Adapted from the Arkansas Manual on Supervised Training for Agricultural Employment.

The Walsh-Healey Public Contracts Act applies in general to all contracts entered into by the government for the manufacture or furnishing of materials, supplies, articles or equipment in any amount in excess of $10,000. This act requires the payment to employees engaged in the performance of such contracts of not less than the minimum wage determined by the Secretary of Labor to be prevailing for the industry. In addition, the Public Contracts Act contains special provisions for safety and health standards, restrictions against the use of child labor and convict labor, and special provisions for the payment of overtime for work subject to the act.

Special situations which may arise under these two acts are explained in Section 2 of "On Completing Student-Learner Certificates. The Wage and Hour and Public Contracts Divisions have available upon request bulletins on the coverage of these acts. If in doubt as to whether either or both of these acts apply to a particular type of employment, a letter explaining your situation should be sent to the regional office of the division serving your area.

2. Who Is A Student-Learner?

As defined in the regulation, a student-learner is a student who is receiving instruction in an accredited school, college or university, and who is employed on a part-time basis pursuant to a bonafide vocational training program administered by his school. A bonafide vocational training program is one authorized and approved by a State Board of Vocational Education or another recognized educational body. These programs must provide for part-time employment training supplemented by and integrated with a definitely organized plan of instruction designed to teach technical knowledge and related industrial information which is given as a regular part of the student-learner's course of study in the educational institution he attends. Such programs may be either retail and service occupations or in trade and industrial skills.

3. Who May File?

Whenever it is believed necessary in order to prevent curtailment of employment opportunities, application may be made for a certificate authorizing an employer to pay student-learners special minimum wages below the applicable statutory (or wage order) minimum wage under the Fair Labor Standards Act or below a minimum wage determination under the Walsh-Healey Public Contracts Act. A separate application on official forms furnished for the purpose must be filed by the employer for each such student-learner. Parts of this application are best completed by a school official, other parts by the employer. The appropriate school official, the employer, and the student-learner must sign the application. Before a certificate can be issued, the conditions specified in section 520.5 of the regulation must be met. (See Section 4 on "Completing Student-Learner Certificates" for these conditions.)

4. Where to File

Applications must be made on official forms supplied by the Divisions. The original of the completed application must be filed with the regional office of these Divisions serving your area. A list of the regional offices serving the various states is found in the Appendix. A copy must be retained in the employer's files. Additional copies may be made available to school officials and to the student-learner.

5. When To File

Applications should be filed 15 to 30 days in advance of the date the student-learner begins his employment so that the Divisions can take action on the application before employment begins. Certificates Cannot Be Issued Retroactively.

When the student's employment opportunity might be lost by delay in obtaining a certificate, section 520.6 (c) (2) of the regulation establishes a procedure for a temporary authorization. A description of this procedure appears at the top of the face of the application.

6. Age and Proof of Age

Minors under 16 years of age are not eligible for student-learner certificates. Furthermore, in occupations declared to be hazardous by the Secretary of Labor, the student-learner must be at least 18 years of age. (Hazardous Occupations Nos. 5, 8, 10, 12, 14, 16, and 17, permit student-learner employment at 16 and 17 years of age under certain specified conditions.) For information concerning child-labor provisions of the Fair Labor Standards Act, see Child-Labor Bulletin No. 101.

For employment subject to the Walsh-Healey Public Contracts Act, male employees must be at least 16 years old and female employees must be at least 18 years old.

In addition to entering the student-learner's birthdate in item 3 of the application, the employer should obtain and keep on file an employment or age certificate showing the student-learner to be at least the minimum age for the occupation in which he is employed. In 45 states, the District of Columbia, and Puerto Rico, state employment and age certificates are accepted as proof of age under the child-labor provisions of the Fair Labor Standards Act. (Such certificates also provide assurance that the employment is in compliance with the requirements of the state child-labor law.) In four states, Idaho, Mississippi, South Carolina, and Texas, where state age and employment certificates are not available, federal certificates of age may be obtained within the state from the Wage and Hour and Public Contracts Divisions. Special arrangements have been made in Guam and Alaska. For information concerning proof of age in these areas consult the nearest office of the Wage and Hour and Public Contracts Division.

7. Period of Employment Training at Special Minimum Wages

A certificate may be issued only for that portion of the employment training period for which special minimum wages below the minimum wages under the Fair Labor Standards Act or the Walsh-Healey Public Contracts Act are necessary. This period may not exceed the length of one school year unless a longer period is found to be justified by extraordinary circumstances which must be explained in detail at the time of the application. No certificate shall authorize employment training beyond the date of graduation of the student-learner.

Employment training at special minimum wage rates during the summer vacation period will not generally be authorized. However, in exceptional cases summer employment training may be authorized when it is an integral part of the vocational training program. Requests for summer vacation employment must be accompanied by a statement explaining the extraordinary circumstances justifying this employment, including the number of hours per week for which special minimum wages are requested.

In item 16 of the application, show only the number of weeks of employment during which special minimum wages will be paid. The beginning and ending dates of employment shown in items 8 and 9 should coincide with this period.

8. Hours of Work and School Instruction

The term "hours of school instruction" applies to all hours spent by the student-learner in actual classes of school instruction and does not include school hours spent in study hall, homeroom, and activity periods for which no academic credit is given.

The combined hours of school instruction and employment training authorized under a certificate may not exceed 40 hours a week unless justified by extraordinary circumstances. Such extraordinary circumstances must be explained in detail in a statement submitted with the application. Hours at special minimum wages in addition to those authorized on a certificate may be worked provided that the total hours worked do not exceed:

(a) 8 hours on any school day when school is not in session;

(b) 40 hours in any week during the school term when school is not in session for the entire week.

The employer shall note in his records the number of such additional hours and that they were worked because school was not in session. A Student-Learner May Not Be Employed In Any Week At Special Minimum Wage Rates For Hours In Addition To Those Authorized In The Paragraph Above.

In item 17 of the application, show only those hours of employment during a week for which you intend to pay wages below the wage determination minimum applicable under the Public Contracts Act.

9. Wage Rates

The hourly wage rate shall be not less than 75 percent of the applicable statutory minimum wage under the Fair Labor Standards Act. It is suggested that consideration be given to the payment of a progressive wage schedule, particularly if a full school year of employment training at special minimum wages is requested. If a progressive wage schedule is proposed, the special minimum starting rate must be not less than 75 percent of the applicable statutory minimum. In item 18, show only those wages which are below the applicable minimum wage under the Fair Labor Standards Act. (This paragraph also applies to work subject to Public Contracts Act wage determinations.) See Section 2 below.

Completing Student-Learner Certificates

1. Certificates

The original copy of the student-learner certificate will be mailed directly to the employer. Two copies will be mailed to the appropriate school official, one to be retained for his records and the other to be presented to the student-learner. Applications Which Do Not Contain All Requested Information May Be Returned For Completion Before Action Is Taken. Student-learner certificates can be issued with a minimum of delay where the application provides the details requested. For additional information or application forms, communicate with the regional office of these Divisions which serves your area.

2. Special Situations Under The Walsh-Healey Public Contracts Act

The general provisions of this act are explained in the introduction to this guide. The general regulations under the Public Contracts Act permit the employment of student-learners at wages below prevailing minimum wage determinations made under this act in accordance with the same standards and procedures as are prescribed for their employment at wages below the minimum wage applicable under the Fair Labor Standards Act. The provisions of Regulations, part 520 and the instructions in this guide apply to student-learners employed in the performance of government contracts subject to the Public Contracts Act.

An employer who holds or who obtains a student-learner certificate issued in order to prevent curtailment of opportunities for employment under the Fair Labor Standards Act may employ the named student-learner in the performance of a government contract subject to a minimum wage determination under the Public Contracts Act may, upon proper application be issued a certificate authorizing a special minimum wage rate not less than 75 percent of the minimum wage determination applicable to the contract being performed. Employment under such certificates is subject to the standards and procedures of Regulations, part 520.

3. Compliance

Certificates may not be issued if there are serious outstanding violations of a student-learner certificate previously issued to the employer, or if there are serious violations of other provisions of the Fair Labor Standards Act by the employer which provide reasonable grounds to conclude that the terms of the certificate would not be complied with, if issued. Moreover, no certificate permitting a wage lower than the statutory minimum under the Fair Labor Standards Act or a Public Contracts Act minimum wage determination will excuse non-compliance with the child-labor, overtime, or other provisions of these acts or the regulations issued thereunder.

A certificate may be withdrawn if it is no longer necessary to prevent curtailment of opportunities for employment or if the employer fails to comply with the limitations in the certificate or otherwise violates the act.

4. Conditions Governing Issuance of Special Student-Learner Certificates

The following conditions must be satisfied before a special certificate may be issued authorizing the employment of a student-learner at subminimum wages:

(a) Any training program under which the student-learner will be employed must be a bonafide vocational training program;

(b) The employment of the student-learner at subminimum wages authorized by the special certificate must be necessary to prevent curtailment of opportunities for employment;

(c) The student-learner must be at least 16 years of age (or older as may be required pursuant to paragraph (d) of this sub-section);

(d) The student-learner must be at least 18 years of age if he is to be employed in any activity prohibited by virtue of a hazardous occupation order of the Secretary of Labor; (See Hazardous Occupations.)

(e) The occupation for which the student-learner is receiving preparatory training must require a sufficient degree of skill to necessitate a substantial learning period;

(f) The training must not be for the purpose of acquiring manual dexterity and high production speed in repetitive operations;

(g) The employment of a student-learner must not have the effect of displacing a worker employed in the establishment;

(h) The employment of the student-learners at subminimum wages must not tend to impair or depress the wage rates or working standards established for experienced workers for work of a like or comparable character;

(i) The occupational needs of the community or industry warrant the training of student-learners;

(j) There are no serious outstanding violations of the provisions of a student-learner certificate previously issued to the employer, or serious violations of any other provisions of the Fair Labor Standards Act of 1938, as amended, by the employer which provide reasonable grounds to conclude that the terms of the certificate would not be complied with, if issued;

(k) The issuance of such a certificate would not tend to prevent the development of apprenticeship in accordance with the regulations applicable thereto or would not impair established apprenticeship standards in the occupation or industry involved;

(l) The number of student-learners to be employed in one establishment must not be more than a small proportion of its working force;

(m) The special minimum wage rate shall be not less than 75 percent of the applicable minimum under section 6 of the Act;

(n) No special student-learner certificate may be issued retroactively.

5. Employment Records To Be Kept

In addition to any other records required under the record-keeping regulations, the employer shall keep the following records specifically relating to student-learners employed at subminimum wage rates:

(a) Any worker employed as a student-learner shall be identified as such on the pay roll records, with each student-learner's occupation and rate of pay being shown;

(b) The employer's copy of the application, which is serving as a temporary authorization must be available at all times for inspection for a period of 3 years from the last date of employment of the student-learner;

(c) Notations should be made in the employer's records when additional hours are worked by reason of school not being in session.

6. Duration of Certificates

A special student-learner certificate may be issued for a period not to exceed the length of one school year unless a longer period is found to be justified by extraordinary circumstances. No certificate shall authorize employment training beyond the date of graduation.

APPENDIX G

LOCATION OF DEPARTMENT OF LABOR REGIONAL AND FIELD OFFICES

STATE	REGIONAL OFFICE	FIELD OFFICE
Alabama	Birmingham	Birmingham, Mobile, Montgomery
Alaska	San Francisco, Calif.	Anchorage*
Arizona	San Francisco, Calif.	Salt Lake City, Utah
Arkansas	Birmingham, Ala.	Little Rock
California	San Francisco	Hollywood, Long Beach, Los Angeles, Oakland, San Francisco, Whittier
Colorado	Kansas City, Mo.	Denver
Connecticut	Boston, Mass.	Hartford
Delaware	Chambersburg, Pa.	Philadelphia, Pa.
District of Columbia	Chambersburg, Pa.	College Park, Md.
Florida	Atlanta, Ga.	Jacksonville, Miami, Tampa
Georgia	Atlanta	Atlanta, Columbus, Hapeville, Savannah
Hawaii	San Francisco, Calif.	Honolulu
Idaho	San Francisco, Calif.	Portland, Oregon
Illinois	Chicago	Chicago, Springfield
Indiana	Chicago, Ill.	Indianapolis, South Bend
Iowa	Kansas City, Mo.	Des Moines
Kansas	Kansas City, Mo.	Wichita
Kentucky	Nashville, Tenn.	Lexington, Louisville

State	Regional Office	Field Office
Louisiana	Birmingham, Ala.	Baton Rouge, New Orleans, Shreveport
Maine	Boston, Mass.	Portland
Maryland	Chambersburg, Pa.	Baltimore, College Park
Massachusetts	Boston	Boston, Springfield
Michigan	Cleveland, Ohio	Detroit, Grand Rapids
Minnesota	Chicago, Ill.	Minneapolis
Mississippi	Birmingham, Ala.	Jackson
Missouri	Kansas City	Kansas City, St. Louis
Montana	San Francisco, Calif.	Oakland, Calif.
Nebraska	Kansas City, Mo.	Omaha
Nevada	San Francisco, Calif.	Oakland, Calif.
New Hampshire	Boston, Mass.	Manchester
New Jersey	New York, N. Y.	Newark, Paterson, Trenton
New Mexico	Dallas, Tex.	Albuquerque
New York	New York	Bronx, Brooklyn, Buffalo, Jamaica, New York, Syracuse
North Carolina	Atlanta, Ga.	Raleigh
North Dakota	Kansas City, Mo.	Sioux Falls, S. Dak.
Ohio	Cleveland	Cincinnati, Cleveland, Columbus
Oklahoma	Dallas, Tex.	Oklahoma City, Tulsa
Oregon	San Francisco, Calif.	Portland
Pennsylvania	Chambersburg	Harrisburg, McKeesport, Philadelphia, Pittsburgh, Wilkes-Barre

Rhode Island	Boston, Mass.	Providence
South Carolina	Atlanta, Ga.	Columbia
South Dakota	Kansas City, Mo.	Sioux Falls
Tennessee	Nashville	Knoxville, Memphis, Nashville
Texas	Dallas	Corpus Christi, Dallas, El Paso, Fort Worth, Waco, Houston, San Antonio
Utah	San Francisco, Calif.	Salt Lake City
Vermont	Boston, Mass.	Springfield, Mass.
Virginia	Nashville, Tenn.	Richmond, Roanoke
Washington	San Francisco, Calif.	Seattle
West Virginia	Nashville, Tenn.	Charleston, Clarksburg
Wisconsin	Chicago, Ill.	Madison, Milwaukee
Wyoming	Kansas City, Mo.	Denver, Colo.

APPENDIX H

____________________High School
Vocational Agriculture Department

TRAINING AGREEMENT FOR AGRICULTURAL OCCUPATIONS

This establishes an agreement between ______________________________
(School)
and ______________________________ regarding the employment of
(Training Station)
______________________________ in ______________________________
(Student) (Occupation)

The provisions of this agreement are:

1. The on-the-job training will be in charge of______________________ (on-the-job instructor) ______________________ for a period of __________________ weeks.
2. The student will begin training on __________________ at the (date) beginning wage of ______________________.
3. The student will work at least ________ hours per week in the Training Station.
4. The school shall be responsible for providing technical and related instruction.
5. The student shall progress from job to job in order to gain experience in all phases of the occupation listed in the Training Plan.
6. The schedule of compensation shall be fixed by the training station and shall be paid the salary of others with the same experience and ability.
7. The agricultural occupations teacher-coordinator will assist with the adjustment of any problems.
8. The student agrees to perform his duties at the training station and in school diligently and faithfully.
9. The student shall have the same status as other employees of the training station. The student's training may be terminated for the same reason as that any other employee's job may be terminated.
10. No regular employee shall be laid off to make place for a trainee.
11. If the student drops out of school, he will not be employed by the training station for a period of at least 90 days.

We the undersigned are familiar with, and agree to the above provisions.

______________________________ (Student)	______________________________ (Employer)
______________________________ (Parent or Guardian)	______________________________ (Agricultural Occupations Teacher-Coordinator)
______________________________ (School Administrator)	______________________________ (Chairman, Advisory Committee)

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* Adapted from the Colorado Handbook for Developing and Operating Agricultural Occupations Programs.

APPENDIX I

______________________ High School
Vocational Agriculture Department

EMPLOYER EVALUATION*

TRAINEE____ Date________________

Training Station____

Basis for rating:
- 0 -- Unsatisfactory
- 1 -- Below Average
- 2 -- Average
- 3 -- Above Average
- 4 -- Superior
- X -- No chance to observe

PERSONAL QUALITIES:	0	1	2	3	4	X
Ability to get along with others						
Adaptability, ability to work under pressure						
Aggressiveness, forcefulness						
Attitude, enthusiasm, interest						
Cheerfulness, friendliness						
Courtesty, manners						
Dependability, punctuality, reliability						
Determination, persistence, following through						
Efficiency, thoroughness						
Following instructions, cooperation, judgment						
Helpfulness, thoughtfulness						
Honesty, fairness, loyalty						
Industriousness, using time wisely						
Initiative, observing, imaginative						
Maturity, poise, self-confidence						
Patience, self-control, sense of humor						
Personal appearance, grooming, fitness						
Selling ability, personality for selling						

JOB SKILLS:						
Knowledge of merchandise and jobs performed						
Mathematical ability						
Penmanship						
Speech, ability to convey ideas						
Use of good English						

Rating for liabilities:
- 0 -- Does not possess
- 1 -- Not noticeable
- 2 -- Seldom notices
- 3 -- Frequently noticed
- 4 -- Highly noticed

LIABILITIES:	0	1	2	3	4
Annoying mannerisms					
Familiarity					
Giving excuses					
Tendency to argue					
Tendency to complain					

PLEASE FEEL FREE TO WRITE ANY COMMENTS ON THE BACK OF THIS SHEET.

Rated by______________________________

Position______________________________

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* Adapted from the form used by James McMullen, Vocational Agriculture teacher, Indiana, Pennsylvania.

APPENDIX J

EMPLOYER'S PERIODIC RATING FOR STUDENTS IN AGRICULTURAL OCCUPATIONS*

Student____Date________________

Training Station________________________________Rated by____________________

DIRECTIONS: Please circle one of the numbers (1 through 10) opposite each of the five factors in the left-hand column which you think most nearly indicates the trainees rating for the past six-weeks school period.

FACTORS	UNSATISFACTORY	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	EXCELLENT
Progress	1 2	3 4	5 6	7 8	9 10
Has he advanced in skill and knowledge during the past six weeks?	Has made almost no progress.	Has progressed in only a few phases of his training.	Has made average progress in his training.	Has advanced beyond expectations.	Exceptional progress made in skills and knowledge
Initiative	1 2	3 4	5 6	7 8	9 10
Can he originate and carry out his ideas?	Has to be told everything to do.	Seldom goes ahead on his own.	Goes ahead on routine matters.	Frequently looks for additional work to do.	Always finding jobs that need to be done.
Reliability	1 2	3 4	5 6	7 8	9 10
Can the students be depended upon in his work?	Can seldom be relied upon.	Frequently fails to come through.	Can be relied upon in most cases.	Only occasionally fails to come through.	Can be relied upon implicitly in all matters.
Work Attitude	1 2	3 4	5 6	7 8	9 10
Does he have a good attitude toward his work?	Bored; shows little enthusiasm.	Rationalizes his shortcomings and mistakes.	Normally enthusiastic about his work.	Tries to improve his work in most cases.	Is always alert to findings ways of improving.
Cooperation	1 2	3 4	5 6	7 8	9 10
Does he work well with others?	Always wants his own way: is hard-headed.	Hard for others to work with.	Usually congenial and easy to work with.	Works well with his associates.	Cooperates fully in all matters.

Additional Remarks

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* Adapted from the form used by Don Brock, Teacher-Coordinator, Topeka, Kansas.

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